

DOCUMENT RESUME

ED 369 250

EC 302 982

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TITLE Skills for Drug-Free Living Curriculum Guide. Future Quest.
INSTITUTION San Diego City Schools, Calif.; San Diego State Univ., CA. Coll. of Education.
SPONS AGENCY Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE [92]
CONTRACT S184A10038
NOTE 269p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS Behavior Problems; *Curriculum; *Drug Abuse; *Drug Education; Family Relationship; Health Education; Interpersonal Competence; Knowledge Level; Learning Problems; Learning Strategies; Lesson Plans; *Mild Disabilities; Prevention; Problem Solving; Secondary Education

ABSTRACT

The Future Quest curriculum is a functional curriculum to teach drug abuse prevention skills to youth with mild disabilities. The curriculum is a one-semester instructional program of lesson plans that incorporate research-based effective teaching practices and are specifically designed to meet the needs of students with learning and behavior problems. The "stranded" curriculum consists of 47 lessons, each of which consists of an activity from two content areas to provide students with repeated exposure to material and many opportunities to practice skills. The curriculum includes five content areas. The problem solving/rational behavior skills area teaches students a five-step problem solving strategy. The second area presents information about legal and illegal drug use and the effects of tobacco, alcohol, marijuana, and cocaine. The area of healthy lifestyles teaches practices to ensure physical and psychological well being. The area of family dynamics teaches students how to remain drug free when dealing with drug abuse in the family. The fifth area, that of social skills, presents a structured program of 10 skills. (DB)

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Drug Free Futures for Youth with Special Needs

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SKILLS FOR DRUG-FREE LIVING Curriculum Guide

San Diego State University and San Diego City Schools
San Diego, California

Future Quest is a demonstration project partially funded by the Drug-Free Schools and Communities Program.

U.S. Department of Education, Grant No. 3184A1003E.

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with special thanks to Patty Moore for her expert technical assistance, and
The Institute for Effective Education for consultation in the areas
of problem-solving and social skill instruction

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Illustrations by Noelle M. Phillips

From the following materials by:

Forbing, S., Fox, L. (1991). *Collaboration on Drug Education*. San Diego, CA: San Diego State University.

Goldstein, A.P., Reagles, K.W., Amann, L.L. (1990). *Refusal Skills, Preventing Drug Use in Adolescents*. Champaign, IL: Research Press.

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The Six Nutrients (poster) (1992) Frank Schaffer Publications.

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PREFACE

The Future Quest curriculum (U.S. Department of Education, Grant No. S184A10038) is a functional curriculum designed to help teachers teach drug abuse prevention skills to youth with mild disabilities. Youth with learning and behavior problems are particularly vulnerable to substance abuse. The Future Quest curriculum was developed to teach students with mild disabilities skills to lead drug-free lives. The program is based on research indicating that effective prevention efforts are comprehensive and address more than information about drugs or refusal strategies. The curriculum addresses five content areas: problem solving skills, healthy lifestyles, social skill instruction, family dynamics, and information about drugs and alcohol.

Future Quest is a one-semester instructional program of lesson plans that incorporate research-based effective teaching practices and are specifically designed to meet the needs of students with learning and behavior problems. Each lesson consists of an activity from two content areas. For example, within the same day's lesson, the teacher presents information and an activity from two different content areas within the curriculum.

Research indicates that students with mild disabilities need many opportunities to practice new information and skills. Through repeated exposure to new material, students have an increased opportunity to learn and retain skills and information. For this reason, the Future Quest curriculum is presented in a partially stranded format. "Stranding" involves rearranging the traditional approach to text organization. Rather than teach information one topic at a time for a brief period, a stranded curriculum presents more than one skill in smaller increments, but over a longer time span to provide the learner with greater exposure to the information. This increases the likelihood students will retain information and allows a greater period of time for the teacher to help students to generalize skills outside the classroom.

This illustration will help make the point: if a teacher taught the lessons from Unit 1, Rational Behavior and Problem Solving, as one lesson per day for an entire class period, the unit could be covered in approximately one week. Students would then move on to other content areas. Using the partially stranded technique, students learn and practice the problem solving strategy for a period of approximately four weeks. In addition, each of the other four units builds in review and extension of information presented in Unit 1.

Please note, in order to implement this curriculum, access to the following materials will be needed:

1. Sinberg, J., Daley, D., (1989). *I Can Talk About What Hurts*. Hazelton Foundation. Cost: Approximately \$5.95.
2. *The Six Nutrients* (poster) (1992) Frank Schaffer Publications. Cost: Approximately \$4.00.

OVERVIEW OF FUTURE QUEST

Future Quest includes the five content areas:

1. **PROBLEM-SOLVING/RATIONAL BEHAVIOR SKILLS**
Students learn to discriminate fact from opinion in order to make rational decisions in their lives. A five-step problem solving strategy for use at school, home, and with peers is taught.
2. **KNOWLEDGE ABOUT DRUGS AND THEIR EFFECTS**
Students learn to discriminate between legal and illegal drug use and learn accurate and relevant information about the personal/social, legal, and physical effects of tobacco, alcohol, marijuana, and cocaine use.
3. **HEALTHY LIFESTYLES**
Students learn and practice specific healthy and drug-free practices in five areas: (1) healthy and clean body, (2) having fun in positive ways, (3) relaxation and dealing with stress, (4) eating healthy foods, and (5) exercising for fun and health.
4. **FAMILY DYNAMICS**
The focus of this unit is to learn how to take care of oneself and remain drug-free when dealing with drug abuse in the family. Students are taught strategies for taking care of themselves and getting help from others when needed.
5. **SOCIAL SKILLS**
A structured program is used to teach ten skills including avoiding trouble with others, receiving compliments, and dealing with someone who has been using drugs. Students learn the steps of the skill, observe the teacher modeling the skill, and practice the skill in the classroom. Teacher suggestions for promoting generalization of the skills to home, school, and community are given.

Please note: The icon in the upper right-hand corner of each lesson plan indicates the instructional unit.



OVERVIEW OF UNIT 1:

PROBLEM-SOLVING/RATIONAL BEHAVIOR SKILLS

- | | |
|-----------|---|
| LESSON 1 | What is a "fact?" |
| LESSON 2 | What is an "opinion?" |
| LESSON 3 | Discriminate between statements of fact and opinion. |
| LESSON 4 | Recognize that people often react to situations based on their opinion about the situation. |
| LESSON 5 | Recognize the importance of looking at the facts of a situation before forming an opinion. |
| LESSON 6 | Recognize the effects one's opinions can have on his or her behavior. |
| LESSON 7 | Recognize that staying calm and looking at the facts helps one to choose a positive and realistic solution to problems. |
| LESSON 8 | Learn the five steps of a problem solving strategy. Focus on <i>Step #1 What is the problem?</i> and <i>Step #2 What type of problem is it?</i> |
| LESSON 9 | When given specific scenarios, identify feelings one might experience. <i>Step #3 What am I feeling?</i> |
| LESSON 10 | When given a scenario, describe one's idea of how the situation "should be" if there were no problem to be reconciled. <i>Step #4 How should it be?</i> |
| LESSON 11 | Apply Steps #1-4 of the problem solving strategy to given scenarios. |
| LESSON 12 | Learn Step #5 of the problem solving strategy, and apply it to given scenarios. <i>Step #5 What is a positive and realistic solution to my problem?</i> |
| LESSON 13 | Apply the entire problem solving strategy to teacher and student generated scenarios. Recognize that a problem can have more than one good solution. |



OVERVIEW OF UNIT 2: KNOWLEDGE ABOUT DRUGS AND THEIR EFFECTS

- | | |
|-----------|---|
| LESSON 1 | Define the term drug, and identify examples of legal drugs. |
| LESSON 2 | Describe uses of medicines. Discriminate between "over-the-counter" and "prescription" drugs. |
| LESSON 3 | Review the meaning of "over-the-counter" and "prescription" drugs. |
| LESSON 4 | Know that people take drugs to change the way they feel. |
| LESSON 5 | Discriminate between legal and illegal drugs. |
| LESSON 6 | Identify safe and unsafe practices for taking medicines. |
| LESSON 7 | Recognize that advertisements for alcohol and tobacco products make users appear happy and attractive and do not show the negative effects of the products. |
| LESSON 8 | Describe negative effects of alcohol and tobacco use. |
| LESSON 9 | Recognize that it is illegal to use tobacco in the state of California if you are under the age of 18. Identify common tobacco products. |
| LESSON 10 | Describe physical effects of tobacco use. |
| LESSON 11 | Review key facts about tobacco use by playing a fact game. |
| LESSON 12 | Identify the four common types of alcoholic beverages, and define the drink equivalency of each. |
| LESSON 13 | Describe physical and personal consequences of alcohol abuse. |
| LESSON 14 | Describe personal/social effects of alcohol abuse. |
| LESSON 15 | Review key facts about alcohol abuse. |
| LESSON 16 | Recognize that marijuana use is illegal. Identify the negative physical effects of marijuana use. |
| LESSON 17 | Describe psychological effects of marijuana use. |

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Drug Prevention Curriculum for Youth with Special Needs
OVERVIEW OF UNIT 2: KNOWLEDGE ABOUT DRUGS AND
THEIR EFFECTS
Page Two



- LESSON 18 Describe physical effects of marijuana use.
- LESSON 19 Review key facts about marijuana use by playing a fact game.
- LESSON 20 Recognize different forms of cocaine and crack. Know that cocaine and crack are highly addictive.
- LESSON 21 Identify negative physical and personal problems associated with cocaine use.
- LESSON 22 Identify personal problems associated with cocaine/crack use.
- LESSON 23 Review key facts about cocaine/crack use.
- LESSON 24 Describe how to say no to drugs assertively and with convincing body language.
- LESSON 25 Demonstrate assertive responses to drug offers using convincing body language.
- LESSON 26 Review use of a Refusal Strategy.
- LESSON 27 Review entire unit by playing "Jeopardy" game.



OVERVIEW OF UNIT 3: HEALTHY LIFESTYLES

- | | |
|-----------|---|
| LESSON 1 | Identify five key areas of a healthy lifestyle and learn mnemonic "B-FREE" (<i>Clean Body, Fun in Positive Ways, Relaxation, Exercise, Eat Healthy Foods</i>) |
| LESSON 2 | List healthy practices under each of the B-FREE areas. |
| LESSON 3 | Recognize ways that you can keep your body healthy. |
| LESSON 4 | Set goals for maintaining a healthy body. |
| LESSON 5 | Know the benefits of keeping a clean body. |
| LESSON 6 | Identify positive ways of having fun. |
| LESSON 7 | State positive ways of having fun in the community. |
| LESSON 8 | Discover how peers have fun in positive way. |
| LESSON 9 | Learn a drug-free activity to do on one's own. |
| LESSON 10 | Learn two paper-and-pencil games to be play with a peer. |
| LESSON 11 | Learn what stress is, recognize the physical signs of stress, describe consequences of not handling stress properly. |
| LESSON 12 | Practice a quick and easy relaxation technique. |
| LESSON 13 | Recognize the importance of exercising to maintain health. |
| LESSON 14 | Identify the six main nutrients and why the body needs them. |
| LESSON 15 | Identify the main nutrients listed on food labels. |
| LESSON 16 | Discriminate between foods from plants and foods from animals. |
| LESSON 17 | Identify three different kinds of sugars. |
| LESSON 18 | Make a healthy and easy after-school snack. |
| LESSON 19 | Play a cumulative review game using the B-FREE wheel. |



OVERVIEW OF UNIT 4: FAMILY DYNAMICS

- | | |
|-----------|--|
| LESSON 1 | Know that a family is made up of people who care about you. |
| LESSON 2 | Identify one's roles in his or her own family. |
| LESSON 3 | Recognize that family members are often affected by one another's behavior. |
| LESSON 4 | Know the meaning of "chemically dependent," and describe ways that chemical dependency can affect a family. |
| LESSON 5 | Learn the FOUR C's for dealing with chemical dependency in the family (<i>You did not cause it; You cannot control it; You cannot cure it; You can learn to cope</i>). |
| LESSON 6 | List ways to take care of oneself when there is chemical dependency in the family. |
| LESSON 7 | Review ways to take care of yourself when there is chemical dependency in the family. |
| LESSON 8 | Know when, where, and how to get help when there is chemical dependency in the family. |
| LESSON 9 | Practice asking for help when there is chemical dependency in the family. |
| LESSON 10 | Read children's account of ways chemical dependency can affect a family. (Using the book, <u>I Can Talk About What Hurts</u>) |
| LESSON 11 | Continue reading children's accounts of ways chemical dependency can affect a family, and reinforce that the child is not the cause. |
| LESSON 12 | Continue reading children's accounts of ways chemical dependency can affect a family, and reinforce that the child cannot cure the dependency. |
| LESSON 13 | Continue reading children's accounts of ways chemical dependency can affect a family, and reinforce that the child cannot control the dependency. |

FUTURE QUEST
Drug Prevention Curriculum for Youth with Special Needs
OVERVIEW OF UNIT 4: FAMILY DYNAMICS
Page Two



- | | |
|-----------|---|
| LESSON 14 | Continue reading children's accounts of ways chemical dependency can affect a family, and reinforce that the child can learn to cope. |
| LESSON 15 | Continue reading children's accounts of ways chemical dependency can affect a family, and reinforce ways to take care of oneself. |
| LESSON 16 | Continue reading children's accounts of ways chemical dependency can affect a family, and reinforce ways to get help. |
| LESSON 17 | Continue reading children's accounts of ways chemical dependency can affect a family, and reinforce that things can get better. |
| LESSON 18 | Practice contacting a support group by telephone. |
| LESSON 19 | Summarize key concepts from this unit.
Think about positive ways that family members can help each other. |



OVERVIEW OF UNIT 5: SOCIAL SKILLS

LESSON 1	Asking for Help
LESSON 2	Asking for Help
LESSON 3	Receiving a Compliment
LESSON 4	Receiving a Compliment
LESSON 5	Giving a Compliment
LESSON 6	Giving a Compliment
LESSON 7	Ignoring
LESSON 8	Ignoring
LESSON 9	Dealing with Teasing and Put-Downs
LESSON 10	Dealing with Teasing and Put-Downs
LESSON 11	Avoiding Trouble with Others
LESSON 12	Avoiding Trouble with Others
LESSON 13	Handling Constructive Criticism
LESSON 14	Handling Constructive Criticism
LESSON 15	Dealing with Someone Who Has Been Using Drugs
LESSON 16	Dealing with Someone Who Has Been Using Drugs
LESSON 17	Rewarding Yourself
LESSON 18	Rewarding Yourself
LESSON 19	No-Go Strategy for Refusing Drugs
LESSON 20	No-Go Strategy for Refusing Drugs

PRE/POST-TESTS

Name _____
Date _____
Circle One: Pretest Posttest
Circle one: 1-Male 2-Female

ID# _____
Room# _____
Grade _____

PRE/POST-TEST: KNOWLEDGE ABOUT DRUGS

DIRECTIONS: Read each statement. Decide if it is TRUE or FALSE.
Write TRUE (T) or FALSE (F) in the blank space.

1. _____ A drug is a chemical substance that causes changes in the body or mind or both.
2. _____ Street drugs are illegal because they are dangerous to the user.
3. _____ One use for medicines is to cure illness or disease.
4. _____ Taking a drug prescribed for another person is safe.
5. _____ It is illegal to sell or take illegal drugs.
6. _____ The number 1 killer of young people in the United States between the ages of 15 and 24 is alcohol-related accidents and suicides.
7. _____ Alcohol and tobacco advertisements try to make you think drinking and smoking will make you look grown-up and attractive.
8. _____ Wine coolers do not contain alcohol.
9. _____ It is illegal for any person under the age of 21 to drink alcohol.
10. _____ Alcohol is always safe to use when you are taking other medication.
11. _____ Nicotine is a chemical in tobacco, but it is not addictive.
12. _____ Chewing tobacco and smoking cigarettes are legal if you are 16 years old.
13. _____ Cocaine/crack is one of the most addictive substances known to man.
14. _____ Using cocaine can cause quick addiction and severe withdrawal symptoms.
15. _____ A cocaine habit is expensive, and lead the user to crime to support the habit.

16. _____ THC, a chemical in marijuana, remains in the bloodstream up to 30 days.
17. _____ The strength of marijuana sold today is the same as that sold 20 years ago.
18. _____ Drug use can cause problems with one's self, family, friends, and the law.
19. _____ The younger the person is that uses drugs, the more likely he/she will have problems with drugs later on.
- 20.. _____ Alcohol is the number one abused drug in the world.

Name _____

Date _____

Circle One: Pretest Posttest

Circle one: 1-Male 2-Female

ID# _____

Room# _____

Grade _____

PRE/POST-TEST: KNOWLEDGE ABOUT DRUGS
Answer Key

DIRECTIONS:

Read each statement. Decide if it is TRUE or FALSE.
Write TRUE (T) or FALSE (F) in the blank space.

1. T A drug is a chemical substance that causes changes in the body or mind or both.
2. T Street drugs are illegal because they are dangerous to the user.
3. T One use for medicines is to cure illness and disease.
4. F Taking a drug prescribed for another person is safe.
5. T It is illegal to sell or take illegal drugs.
6. T The number 1 killer of young people in the United States between the ages of 15 and 24 is alcohol-related accidents and suicides.
7. T Alcohol and tobacco advertisements try to make you think drinking and smoking will make you look grown-up and attractive.
8. F Wine coolers do not contain alcohol.
9. T It is illegal for any person under the age of 21 to drink alcohol.
10. F Alcohol is always safe to use when you are taking other medication.
11. F Nicotine is a chemical in tobacco, but it is not addictive.
12. F Chewing tobacco and smoking cigarettes are legal if you are 16 years old.
13. T Cocaine/crack is one of the most addictive substances known to man.
14. T Using cocaine can cause quick addiction and severe withdrawal symptoms.

15. T A cocaine habit is expensive, and can lead the user to crime to support the habit.
16. T THC, a chemical in marijuana, remains in the bloodstream up to 30 days.
17. F The strength of marijuana sold today is the same as that sold 20 years ago.
18. T Drug use can cause problems with one's self, family, friends, and the law.
19. T The younger the person is that uses drugs, the more likely he/she will have problems with drugs later on.
20. T Alcohol is the number one abused drug in the world.

Name _____
Date _____
Circle One: Pretest Posttest
Circle one: 1-Male 2-Female

ID# _____
Room# _____
Grade _____

PRE/POST-TEST: FAMILY DYNAMICS

PART ONE: True/False Questions (1 point each.)

DIRECTIONS: Read each statement. Decide if it is TRUE or FALSE.
Write TRUE (T) or FALSE (F) in the blank space.

- _____ 1. Family members are usually affected by the behavior of the other members of their family.
- _____ 2. Chemically dependent means "addicted to any drug, including alcohol."
- _____ 3. Family members of an alcoholic or drug user often feel embarrassed and stop bringing friends home.
- _____ 4. If someone in the family is abusing alcohol or other drugs, it is not important that the other family members take care of themselves.
- _____ 5. When a family member abuses drugs or alcohol, it is not something you can control or something you can cure.
- _____ 6. If someone in the family is abusing alcohol or other drugs, the other family members are not to blame for that person's drug use.
- _____ 7. Drinking alcohol is a good way to cope with your problems.
- _____ 8. When someone in the family is abusing alcohol or other drugs, the abuser and the rest of the family need to get help.
- _____ 9. Asking a drug abuser to promise to quit drugs usually works.
- _____ 10. Al-Anon is a support group for families and friends of people who are alcoholics.

Part Two: Short Answer Questions (2 points each.)

DIRECTIONS: Read each question carefully. Write your answer in one or two sentences.

1. What are two ways a person can take care of him/herself if a family member is abusing alcohol or other drugs?

2. Sometimes family members of an alcoholic or drug abuser feel embarrassed and stop bringing friends home. Tell why.

3. What person is responsible for a drug abuser's behavior?

4. Why is it important that family members continue their own healthy activities when someone in their family is abusing alcohol or other drugs?

5. Where can a person get help for him/herself if a person in their family is abusing alcohol or other drugs?

Name _____
Date _____
Circle One: Pretest Posttest
Circle one: 1-Male 2-Female

ID# _____
Room# _____
Grade _____

PRE/POST-TEST: FAMILY DYNAMICS

Part One: True/False Questions (1 point each.)

DIRECTIONS:

Read each statement. Decide if it is TRUE or FALSE.
Write TRUE (T) or FALSE (F) in the blank space.

- | | |
|--------------|---|
| <u> T </u> | 1. Family members are usually affected by the behavior of the other members of their family. |
| <u> T </u> | 2. Chemically dependent means "addicted to any drug, including alcohol." |
| <u> T </u> | 3. Family members of an alcoholic or drug user often feel embarrassed and stop bringing friends home. |
| <u> F </u> | 4. If someone in the family is abusing alcohol or other drugs, it is not important that the other family members take care of themselves. |
| <u> T </u> | 5. When a family member abuses drugs or alcohol, it is not something <u>you</u> can control or something <u>you</u> can cure. |
| <u> T </u> | 6. If someone in the family is abusing alcohol or other drugs, the other family members are not to blame for that person's drug use. |
| <u> F </u> | 7. Drinking alcohol is a good way to cope with your problems. |
| <u> T </u> | 8. When someone in the family is abusing alcohol or other drugs, the abuser and the rest of the family need to get help. |
| <u> F </u> | 9. Asking a drug abuser to promise to quit drugs usually works. |
| <u> T </u> | 10. Al-Anon is a support group for families and friends of people who are alcoholics. |

Part Two: Short Answer Questions (2 points each.)

DIRECTIONS: Read each question carefully. Write your answer in one or two sentences.

1. What are two ways a person can take care of him/herself if a family member is abusing alcohol or other drugs?

Answers may vary.

2. Sometimes family members of an alcoholic or drug user feel embarrassed and stop bringing friends home. Tell why.

Answers may vary.

3. What person is responsible for a drug abuser's behavior?

The drug abuser.

4. Why is it important that family members continue their own healthy activities when someone in their family is abusing alcohol or other drugs?

Answers may vary. So they can stay healthy, happy, drug-free, and not be totally focused on problems from the family member who abuses drugs

5. Where can a person get help for him/herself if a person in their family is abusing alcohol or other drugs?

Answers may vary. School personnel such as teacher, counselor, or nurse; Support groups such as Al-Anon, Alateen; Alcohol or drug counselor, church, or other community resources.

Name _____

Date _____

Circle One: Pretest Posttest

Circle one: 1-Male 2-Female

ID# _____

Room# _____

Grade _____

PRE/POST-TEST: HEALTHY LIFESTYLES

Part One: True/False Questions (1 point each.)

DIRECTIONS: Read each statement. Decide if it is TRUE or FALSE.
Write TRUE (T) or FALSE (F) in the blank space.

1. _____ One part of staying healthy is keeping your body clean.

2. _____ Eating a good breakfast helps you to have energy
so you do not need to eat lunch.

3. _____ A good way to control your weight is to eat healthy foods
and exercise more.

4. _____ Stress is a feeling of physical, mental, or emotional strain.

5. _____ Too much stress can cause a person to feel sick.

6. _____ Exercise will never help reduce stress in your life.

Part Two: Short Answer Questions (1 point each.)

DIRECTIONS: Read each question carefully. Write your answer in the spaces below each question.

7. List three habits that help you to have a healthy body and mind.

1. _____

2. _____

3. _____

8. Name three benefits of exercising on a regular basis.

1. _____

2. _____

3. _____

9. List three healthy snack foods.

1. _____

2. _____

3. _____

10. Name five ways to have fun that are HEALTHY and POSITIVE.

1. _____

2. _____

3. _____

4. _____

5. _____

PRE/POST-TEST: HEALTHY LIFESTYLES

Answer Key

Part One: True/False Questions (1 point each.)

DIRECTIONS:

Read each statement. Decide if it is TRUE or FALSE.
Write TRUE (T) or FALSE (F) in the blank space.

1. T One part of staying healthy is keeping your body clean.

2. F Eating a good breakfast helps you to have energy so you do not
 need to eat lunch.

3. T A good way to control your weight is to eat healthy foods
 and exercise more.

4. T Stress is a feeling of physical, mental, or emotional strain.

5. T Too much stress can cause a person to feel sick.

6. F Exercise will never help reduce stress in your life.

Part Two: Short Answer Questions (1 point each.)

DIRECTIONS: Read each question carefully. Write your answers in the spaces below each question.

7. List three habits that help you to have a healthy body and mind.

1. Answers may vary (exercise, eat healthy foods, relax every day)

2. _____

3. _____

8. Name three benefits of exercising on a regular basis.

1. Answers may vary (More energy, less stress, stronger body have fun with

2. others)

3. _____

9. List three healthy snack foods.

1. Answers may vary

2. _____

3. _____

10. Name five ways to have fun that are HEALTHY and POSITIVE.

1. Answers may vary.

2. _____

3. _____

4. _____

5. _____

Name _____
Date _____
Circle One: Pretest Posttest
Circle one: 1-Male 2-Female

ID# _____
Room# _____
Grade _____

PRE/POST-TEST: PROBLEM SOLVING

DIRECTIONS: Read each statement. Decide if it is TRUE or FALSE.
Write TRUE (T) or FALSE (F) in the blank space.

1. _____ A fact is a statement that is true and can be proven.
2. _____ An opinion is what we think and believe about the facts.
3. _____ Using a calm and positive attitude to solve a problem won't make much difference.
4. _____ When a person gets really mad about a problem, people listen and want to help solve it.
5. _____ A person who wants to solve a problem should think hard about the facts only when he/she tries to think of a solution.
6. _____ There is only one best way to solve a problem.
7. _____ If a person wants to solve a problem, it helps if he/she decides first exactly what the problem is.
8. _____ Sometimes it is helpful to ask other people to help you solve a tough problem.
9. _____ Sometimes when a person is upset, it can help him/her to try to relax and say two positive things about him/herself.
10. _____ A person can have more than one feeling about a problem.
(For example, he/she might feel sad and frustrated about not understanding math homework.)

Name _____
Date _____
Circle One: Pretest Posttest
Circle one: 1-Male 2-Female

ID# _____
Room# _____
Grade _____

PRE/POST-TEST: PROBLEM SOLVING
Answer Key

DIRECTIONS: Read each statement. Decide if it is TRUE or FALSE.
Write TRUE (T) or FALSE (F) in the blank space.

1. T A fact is a statement that is true and can be proven.
2. T An opinion is what we think and believe about the facts.
3. F Using a calm and positive attitude to solve a problem won't make much difference.
4. F When a person gets really mad about a problem, people listen and want to help solve it.
5. T A person who wants to solve a problem should think hard about the facts only when he/she tries to think of a solution.
6. F There is only one best way to solve a problem.
7. T If a person wants to solve a problem, it helps if he/she decides first exactly what the problem is.
8. T Sometimes it is helpful to ask other people to help you solve a tough problem.
9. T Sometimes when a person is upset, it can help him/her to try to relax and say two positive things about him/herself.
10. T A person can have more than one feeling about a problem.
For example, he/she might feel both sad and frustrated about not understanding math homework.

Name _____ ID# _____

Date _____ Room# _____

Circle One: Pre-test Post-test
Circle One: 1 - Male 2 - Female

PRE/POST-TEST: SOCIAL SKILLS

DIRECTIONS: Read each statement. Decide if it is TRUE or FALSE.
Write TRUE (T) or FALSE (F) in the blank space.

1. _____ If you want to ask someone for help, it is a good idea to first ask the person if it is an "okay" time to ask for help.
2. _____ When you have asked someone for help, it is important to be a good listener.
3. _____ If someone is giving you a compliment, it is a good idea to look at that person.
4. _____ After someone gives you a compliment, it is a good idea to say nothing at all to the person.
5. _____ When you give someone a compliment, it is helpful to be specific about what you are complimenting.
6. _____ When you give someone a compliment, you do not need to look at that person because that person will already know you are talking to him/her.
7. _____ When you set a goal for yourself, it is a good idea to also decide on a reward you can have if you meet your goal.
8. _____ Rewarding yourself is helpful when you have met a goal, even if it is a small goal.
9. _____ When you are trying to stay out of trouble by ignoring another person, it is a good idea to stop what you are doing and look at the person.

Social Skills Pre/Post-test - Page Two

10. _____ When you are trying to stay out of trouble by ignoring another person, it can be helpful to pretend that you are not listening.
11. _____ If someone teases you or gives you a put-down, a good way to handle it is to look away or walk away from the person.
12. _____ If someone teases you or gives you a put-down, the best way to handle it is to give that person a put-down.
13. _____ If someone around you has been using drugs, think only about that person's safety, not your own.
14. _____ It may be unsafe to be around someone who has been using drugs because they might threaten you or ask you to use drugs.
15. _____ If someone offers you illegal drugs, it is a good idea to try to talk him/her out of using drugs.
16. _____ If someone offers you illegal drugs, say "No," but stay and "hang around" with that person.
17. _____ When you want to avoid trouble with others, it may be helpful to take a deep breath to keep yourself calm.
18. _____ When you want to avoid trouble with someone, listen carefully to what that person wants you to do.

Name _____ ID# _____

Date _____ Room# _____

Circle One: Pre-test Post-test
Circle One: 1 - Male 2 - Female

PRE/POST-TEST: SOCIAL SKILLS
Answer Key

DIRECTIONS: Read each statement. Decide if it is TRUE or FALSE.
Write TRUE (T) or FALSE (F) in the blank space.

1. T If you want to ask someone for help, it is a good idea to first ask the person if it is an "okay" time to ask for help.
2. T When you have asked someone for help, it is important to be a good listener.
3. T If someone is giving you a compliment, it is a good idea to look at that person.
4. F After someone gives you a compliment, it is a good idea to say nothing at all to the person.
5. T When you give someone a compliment, it is helpful to be specific about what you are complimenting.
6. F When you give someone a compliment, you do not need to look at that person because that person will already know you are talking to him/her.
7. T When you set a goal for yourself, it is a good idea to also decide on a reward you can have if you meet your goal.
8. T Rewarding yourself is helpful when you have met a goal, even if it is a small goal.
9. F When you are trying to stay out of trouble by ignoring another person, it is a good idea to stop what you are doing and look at the person.

Social Skills Answer Key - Page Two

10. T When you are trying to stay out of trouble by ignoring another person, it can be helpful to pretend that you are not listening.
11. T If someone teases you or gives you a put-down, a good way to handle it is to look away or walk away from the person.
12. F If someone teases you or gives you a put-down, the best way to handle it is to give that person a put-down.
13. F If someone around you has been using drugs, think only about that person's safety, not your own.
14. T It may be unsafe to be around someone who has been using drugs because they might threaten you or ask you to use drugs.
15. F If someone offers you illegal drugs, it is a good idea to try to talk him/her out of using drugs.
16. F If someone offers you illegal drugs, say "No," but stay and "hang around" with that person.
17. T When you want to avoid trouble with others, it may be helpful to take a deep breath to keep yourself calm.
18. T When you want to avoid trouble with someone, listen carefully to what that person wants you to do.

LESSONS

LESSON 1**OBJECTIVE**

1. Define the term "fact" and identify facts about a given situation.

**INTRODUCTION**

"Everyday we make decisions about situations in our lives. People make better decisions when they are able to focus on the facts about the situation. A fact is a statement that is true and can be proven."

Teacher presents an overview of the term "fact."

- Definition: A fact is a statement that is true and can be proven.
- Explanation: A description of a thing, person, or situation can be given by listing facts about it.

Teacher reads the following sets of statements.

"Listen to these statements. Each statement in the list is a fact."

- I am a human being.
- I am a teacher.
- I teach in San Diego.
- I teach at _____ School.

"Listen to these statements. These statements are *not* facts."

- The sun is the same size as my head.
- The sun is made out of chocolate and electricity.
- The sun is stupid.

"Listen to these statements. Some of these statements are facts and some are not."

- Basketball is a sport.
- Basketball is played only by men.
- Basketball is played by two teams.
- Basketball is the best sport there is.

Distribute copies of the handout, **FACTS**.

TEACHER DIRECTIONS: In order to check students understanding of the concept of "fact," the first half of each page should be completed as a class activity. Teacher reads each statement aloud. The second half of each page can be completed independently with teacher monitoring. Again, teacher may choose to read the statements aloud for the benefit of students with low reading levels.

LESSON 1
HANDOUT, pg. 1

FACTS



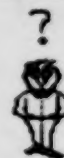
SECTION 1

DIRECTIONS: After your teacher reads each statement, decide if it is a fact. Circle Yes or No.

- | | | | |
|-----|---|-----|----|
| 1. | We live on the planet earth. | Yes | No |
| 2. | Girls are human beings. | Yes | No |
| 3. | Soccer is a type of game. | Yes | No |
| 4. | Boys who show their feelings are not cool. | Yes | No |
| 5. | Sue is brilliant. | Yes | No |
| 6. | Sue is not brilliant. | Yes | No |
| 7. | Recess is a class where you learn about addition. | Yes | No |
| 8. | People who drink are cool. | Yes | No |
| 9. | Fish have gills. | Yes | No |
| 10. | Pizza is a kind of food. | Yes | No |
| 11. | I think my teacher is mean. | Yes | No |
| 12. | The principal of my school is a man. | Yes | No |
| 13. | A person who asks you to smoke a joint is asking you to do something illegal. | Yes | No |
| 14. | Brown hair is the best kind. | Yes | No |
| 15. | When you take illegal drugs, you are hurting your body. | Yes | No |

LESSON 1
HANDOUT, pg. 2

FACTS



Remember, a fact is a statement that is true and can be proven.

DIRECTIONS: Listen while each set of statements is read to you. Decide if the list contains only facts. Circle Yes or No.

- | | | | |
|----|--|-----|----|
| 1. | <i>Is each of these statements a fact about bicycles?</i> | Yes | No |
| | Bicycles have two wheels.
Bicycles have handlebars.
Bicycles can have baskets attached to them.
Bicycles can be built for one rider or for two riders. | | |
| 2. | <i>Is each of these statements a fact about parents?</i> | Yes | No |
| | Parents are human beings.
Parents can be both women and men.
Parents might live in the country or in the city.
Parents are people who have children. | | |
| 3. | <i>Is each of these statements a fact about summer?</i> | Yes | No |
| | Summer is the season that comes after Spring.
Summer is the hottest of the four seasons.
Summer is the best time of the year.
The days are longer in the summer than in the winter. | | |
| 4. | <i>Is each of these statements a fact about boys?</i> | Yes | No |
| | All boys like math.
All boys are taller than girls.
No boys are good at talking to audiences.
More boys than girls get into college. | | |
| 5. | <i>Is each of these statements a fact about the body?</i> | Yes | No |
| | The human body cannot live without a heart muscle.
The stomach is a part of the body that digests food.
The legs are a part of the body which help us walk.
The eyes are the part of the body that help us see. | | |

LESSON 1**OBJECTIVES**

1. Identify five key areas of a healthy lifestyle: a) clean body; b) having fun in positive ways; c) relaxation; d) exercise; e) good eating habits.
2. Learn the mnemonic B-FREE (Body, Fun, Relaxation, Eating habits, and exercise and the saying, "Just remember everyday to B-FREE in a healthy way."



"Today we will talk about the importance of taking care of ourselves and staying healthy. We will learn to be Body Free. "Body Free" means free of drugs and free to grow and to be healthy."

Write B-FREE on the board and distribute handout, BODY FREE. Have students take out a pencil.

Together fill in handout, BODY FREE by completing each of the five words. Briefly discuss what each key word on the B-FREE chart means.

Body
Fun
Relaxation
Exercise
Eating

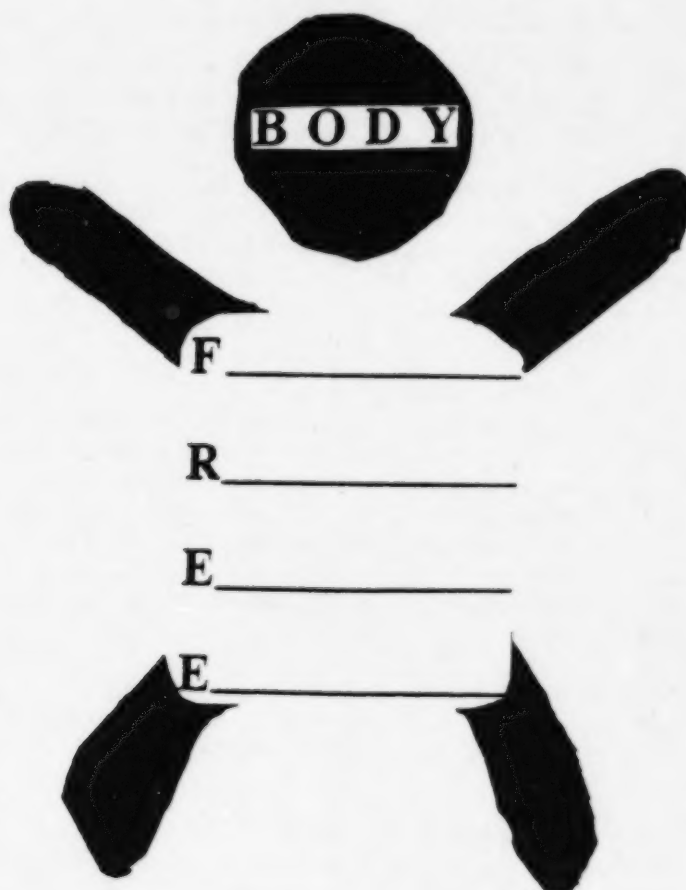
Body = Keeping our body clean and healthy
 Fun = Having fun in positive ways
 Relaxation = Relaxing our bodies and minds
 Exercise = Doing some kind of physical activity everyday
 Eating = Choosing healthy foods to eat

Teach students this slogan to help them remember this chart. The slogan will be reviewed throughout the unit.

***Just Remember Everyday
 to B-FREE in a Healthy Way***

LESSON 1

HANDOUT

**BODY FREE**

**Just Remember Everyday
to B-FREE in a Healthy Way**

LESSON 2**OBJECTIVE**

1. Define the term "opinion" and identify opinions stated in given examples.



NOTE: Before class, locate a picture from a magazine or newspaper. Students will be asked to tell facts about the picture. In a later lesson, the same picture will be used to elicit students' opinions of the characters' actions depicted in the picture.

"Let's review facts. Look at this picture. Tell me some facts about this picture. When we make decisions about situations in our lives it is important for us to be able to listen to what people tell us. We need to know which statements are facts and which are opinions. Facts are statements that are true and can be proven. Opinions are what we think and feel about the facts."

Teacher provides an overview of the term "opinion."

- Definition: An opinion is what we think and believe about the facts.
- Explanation: A description of a thing, person, or situation can be given by listing opinions about it. Yesterday we learned to describe things, people and events by listing facts about them. When we make descriptions by listing our opinions **only**, and not the facts about them, the descriptions may or may not be truthful.

"Listen. This is a list of opinions. Each statement tells what we think and believe about the facts.

- Subway sandwiches are gross.
- It is too crowded to go the beach on a holiday.
- The next President of the United States should be a woman.
- People do not care about me.
- Mark is a great artist.
- Mexican food is the best food in the world.
- Children under two years old should not be allowed at Disneyland because they are not tall enough to ride any rides.
- Marijuana is a harmless drug.
- It is impossible for me to become an alcoholic.
- Batman II was a stupid movie.
- 101 Dalmations is the best movie ever made.

"Take a look at this picture. (Show students the same picture used earlier in the lesson.) Who can give me an opinion about what's in this picture?"

Distribute copies of the handout, OPINIONS.

TEACHER DIRECTIONS:

Section 1: To Be Completed as a Class Activity. Teacher reads each item aloud and obtains verbal responses from students. When correct response has been obtained, students respond in writing.

Section 2: Independent Responding with Monitoring. Teacher reads each statement aloud. Students respond on their own rather than as a class. When completed, teacher checks for correct responses.

Section 3: To Be Completed as a Class Activity. Teacher reads each item aloud and obtains verbal responses from students. When appropriate response is obtained, students record it on their handout.

Section 4: Independent Responding with Monitoring. Depending on students' reading level, teacher may choose to read each item aloud or have students complete this on their own. Teacher monitors responses and checks that each response is an opinion.

LESSON 2
HANDOUT, pg. 1**OPINIONS**

Remember, an opinion is what we believe or think about a fact.

DIRECTIONS: Follow your teacher's directions. Put a check mark next to statements of opinion.

SECTION ONE

1. ___ The newspaper said it was 55 degrees in Cleveland, Ohio last night.
2. ___ I think that the teacher gave me a 45 on my test because she doesn't like me.
3. ___ Many students do not try to learn in school.
4. ___ That girl in the corner has long hair and ripped up clothes, so I'm sure she steals things.
5. ___ The Dodgers are the best baseball team in the world.
6. ___ I loved Batman II and it is going to win an Academy Award this year.
7. ___ Tina never studies, so she shouldn't be "Student of the Year."

SECTION 2

1. ___ The beach is very crowded today.
2. ___ There are 4,000 people at the Del Mar Fair today.
3. ___ Mr. Kelsey's Market on Sixth Street was awarded Best Market in town.
4. ___ The President of the United States is nice.
5. ___ Our President is a lousy one.
6. ___ Our President is an excellent one.
7. ___ If you drink you will be cool.

ACTIVITY 2
HANDOUT, pg. 2**OPINIONS**

Remember, an opinion is what we believe or think about a fact.

DIRECTIONS: Follow your teacher's directions. Put a check mark next to statements of opinion.

SECTION 3

An opinion is what we _____ and _____ about the facts.

Write an opinion about each fact.

1. The President of the United States has always been a man.
2. Batman II is a movie that is two and one-half hours long.
3. Every person in my school has a brain.
4. I am able to make good decisions.
5. Cars have four wheels.

SECTION 4

6. Athletes who participate in the Olympics do not get paid.
7. My parents are human beings.
8. People who take drugs could become addicted to them.
9. There is no school on Saturday and Sunday.
10. Video games are played the most by people under the age of eighteen.

LESSON 2**OBJECTIVE**

1. Recognize ways our body can be Body Free (B-FREE) in a healthy way.



NOTE: This lesson requires the following materials: construction paper, white paper, children's scissors, brad fasteners, and markers.

Tell students that they are going to make a Body Free Wheel. They will use this wheel to write down information they will learn in the next few weeks.

Distribute copies of the handout, B-FREE WHEEL.

Guide students through the following directions:

1. Place your handout, B-FREE WHEEL, on top of a piece of construction paper.
2. Cut out the wheel from both the handout and the construction paper. You should now have two circles, one white and one of colored construction paper.
3. Put a brad fastener in the center of the wheel to connect the two circles.
4. Cut on the lines inside the circle. You should now be able to lift up each of the top sheet for each of the five sections. In later lessons, you will write on facts you learn on the construction paper.

Gather chairs in a circle for a group discussion.

Ask each student to answer the question, "What is one healthy thing you can do in each of these 5 areas?" Teacher may choose to list responses on the board.

REVIEW THE SLOGAN:

***Just Remember Everyday
to B-FREE in a Healthy Way***

NOTE: The B-FREE wheel will be used throughout Healthy Lifestyles and should be kept in students' Future Quest folder.

LESSON 2

HANDOUT

**B-FREE WHEEL**

LESSON 3**OBJECTIVES**

1. Discriminate between fact and opinion.
2. Recognize that a person reacts based on his/her opinion of a situation.
3. When given a situation, determine how they might respond and recognize that the same situation can evoke several different responses and results.



NOTE: TEACHER CAN CHOOSE TO DO EITHER LESSON 3, LESSON 4, OR BOTH.

Videotaped Scenarios

1. Prepare video segments which depict a situation, then show the "main character" describing what happened in his/her opinion.
2. Stop video.
3. Teacher asks students questions about how the person is likely to react.
4. Show next video segment depicting the "main character" reacting in a positive way based on his/her opinion. In addition, show a second version depicting the "main character" reacting in an inappropriate or negative manner based on his/her opinion.

Sample Scenario for Video

1. Video shows a person purchasing lunch at school. He is given the wrong amount of change by the cashier.
2. Next have video show student describing what happened and stating that everybody makes mistakes, especially when the cashier is as busy as this one is. He decides to ask the cashier if he could double check the amount of change that he was given. (*Segment should only be approximately 90 seconds in length.*)
3. At this point, the teacher stops the video and asks students, "Is this person stating the facts about why he got the incorrect change? If you say yes, give a 'thumbs-up' sign. Is this person stating his opinion about why he got the incorrect change? If you say yes, give a 'thumbs-up' sign."
4. Tell students that this was an opinion and ask individual students for clues about how they knew it was not "just the facts."

5. Ask students, **"What do you think the boy will do next?"** Ask a few students to share what they think the boy will do next with the rest of the class.
6. Play the next part of the video which shows the boy reacting based on the idea that he thinks the cashier should recheck his work. Possibly the video shows the boy appropriately asking the cashier if he could recheck the amount of change he received. Perhaps the cashier gives him back an additional quarter after rechecking his work. *(This segment should only be approximately 60 seconds in length.)*
7. Help students make the connection that this approach worked out well.
8. Show the scenario again and ask students, **"How would you describe this situation using only the facts about what happened."**
9. Ask students, **"Suppose the main character had a completely different opinion about why he was given the incorrect change. Do you think he would handle the situation differently? How? Would the end result of the situation be different? Why or why not?"**
10. Play the last segment of video, showing the student describing the situation from the opinion that he was intentionally given back the wrong change because the cashier wanted to keep the money for himself. The student in the video approaches the cashier in an inappropriate way and accuses the cashier of trying to steal his money. Perhaps a teacher then intervenes and the student gets in trouble.
11. Help students to see that this did not work out well for the student.
12. Point out how differently the two situations turned out because of the different opinions the student held. *(Segment should only be about 60 seconds in length.)*

Help students make the connection between opinions and their effect on one's interpretation and response to a given situation.

LESSON 3**OBJECTIVES**

1. Recognize ways that you can keep your body healthy.
2. Know that B in B-FREE stands for Body.



Tell students, "Today we are going to talk about the B in B-FREE. The B stands for Body. It's important that we maintain a clean and healthy body."

Teacher reads the opening paragraph and then chooses a few of the questions for class discussion.

"The way you treat your body affects the way it looks and the things that it can do. The better you treat your body, the better it will treat you. Your body has ways of showing you how it feels. How you feel is determined, in part, by the way you take care of yourself.

Do you feed your body healthy nourishing food? What kinds?

Do you give it time for rest and play? When?

Do you exercise often? How?

Do you get enough sleep? How much?

Do you keep your body clean and looking its very best? How?

Do you think you're giving your body the kind of care it deserves? How?

What if you don't give your body the care it deserves? You may be making less caring and not so healthy choices.

Are you eating too much? (too many snacks?)

Are you eating too little? (skipping meals?)

Are you pushing your body too hard when it's tired or doing things that are very stressful?

Are you letting anger build up until it hurts your body?

What are other ways that people don't take care of their bodies?

It's important to be aware of the choices you make everyday about how you take care of your body. Remember you only have one body."

B-FREE WHEEL PROJECT

Have students take out their B-FREE Wheel Projects. Under the section marked "Body" have students list two ways they can maintain a clean, healthy body.

LESSON 4**OBJECTIVES**

1. Discriminate between fact and opinion.
2. Recognize that a person reacts based on his/her opinion of a situation.
3. When given a situation, determine how they might respond and recognize that the same situation can evoke several different responses and results.

**Contrived Situation To Be Presented in Classroom**

1. Teacher presents a contrived situation in the classroom at the beginning of class by arranging in advance for an assistant to come in and feign anger at the teacher for not having a form prepared to be turned in at the office (or another reason of the teacher's choosing).
2. Teacher would then stop (after about 30 seconds time) and tell students, "Write down your opinion about what you think you just saw happen."
3. Have students make a list of the facts **only** about what just happened.
4. On the board, make a list of the facts **only** about what just happened.
5. Have a few students tell the class their opinion about what they saw. This may include a perspective on who was right/wrong or somebody's intentions. Students should then give examples of other ways the assistant could have behaved.
6. **Help students make the connection between opinions and their effect on one's interpretation and response to a given situation.**

LESSON 4**OBJECTIVE**

1. Know the benefits of keeping clean.



The handout, **CLEAN BODY**, will be used in today's activity for open discussion. It will be presented first verbally as a class activity and then in writing as an independent activity.

Before distributing copies of the handout, **CLEAN BODY**, teacher reads each item on the handout aloud and elicits students' verbal responses for the missing word. Each correct response is listed on the board in random order.

Teacher then gives students a copy of the handout, **CLEAN BODY**. Students complete the handout referring to the words listed on the board, if necessary.

NOTE: Suggested readings if you wish to expand on this topic:
Germs Make Me Sick! by Kevin Berger
The Healthy Habits Handbook by Slim Goodbody

LESSON 4

HANDOUT



CLEAN BODY

Directions: Fill in the blanks with the correct word.

1. It's important to brush our _____ after meals in order to fight plaque.
(teeth, hair)
2. Taking a bath or shower helps our _____ stay clean.
(house, body)
3. Washing your _____ frequently, especially before a meal, fights germs
(hands, feet)
and bacteria.
4. Germs can make you _____.
(happy, sick)
5. If you are sick or feeling pain, it's important to visit a _____.
(grocery store, doctor's office)
6. Cleanliness is washing your _____ with shampoo and water.
(car, hair)
7. Combing or _____ your hair helps you look good.
(brushing, stretching)
8. Keep your _____ clean and trim.
(ears, nails)
9. Wear clean _____ daily.
(clothes, sunglasses)
10. Remember everyday,
to B-FREE in a _____ way.
(sugarfree, healthy)

LESSON 5**OBJECTIVES**

1. Discriminate between fact and opinion.
2. Recognize that a person reacts based on his/her opinion of a situation.
3. Participate in an activity which asks students to determine how they would respond in a given situation and recognize that the same situation can evoke several different responses and end results.



Using events that occurred in the classroom today or very recently, teacher provides two examples in which a calm and positive attitude led to a positive resolution to the problem.

For example, "Remember this morning how Tom was having difficulty understanding the math assignment. Even though he was frustrated he remained calm and asked for help. Tom got the help he needed and finished his math. This was a positive solution to his problem."

Teacher also provides two examples of situations in which the person did not remain calm or have a positive attitude and the resolution could have been better. These examples can include teacher, assistant, and/or students.

Guide students in identifying their examples. Across the board list the following three categories:

1. The **FACTS** about what happened.
2. Their **OPINION** of the situation.
3. The **ACTIONS** they took as a result of their opinion.

Have students describe their example either verbally or in writing by identifying each of the above.

Help students make the connection between opinions and their effect on one's interpretation of and response to a given situation.

LESSON 5**OBJECTIVE**

1. Set goals for maintaining a healthy body.



NOTE: Teacher should participate in this activity by writing and sharing his/her own goals.

Teacher distributes handout, MY TWO GOALS. Teacher reads directions and offers the following or similar examples:

- I will eat a healthy breakfast everyday before school.
- I will drink water instead of soda every night at dinner.

Students complete handout and then share ideas with others.

Tell students, "Take your list home and try your best to fulfill at least one of your goals. We will be checking our progress on our goals."

B-FREE WHEEL PROJECT

Have students take out their B-FREE Wheels and add two facts about maintaining a healthy body under the "B" section.

LESSON 5**HANDOUT****MY TWO GOALS**

How could you treat your body better? List two things you could do every day. For example, "Do ten sit-ups every day." Be realistic about your goals. Write things that you can and will do.

MY TWO GOALS

Goal #1

Goal #2

Look at your list above as ways of treating your body better. You will be keeping track of your progress every day.

LESSON 5**HANDOUT****PROGRESS ON MY GOALS**

Directions: Write your goal on the lines provided. Did you meet your goal today? If the answer is "yes," draw a star inside or color-in the box for today. If the answer is "no," leave the box blank, and try again tomorrow!

GOAL 1:

GOAL 1

--	--	--	--	--	--	--

MON TUE WED THURS FRI SAT SUN

GOAL 2:

GOAL 2

--	--	--	--	--	--	--

MON TUE WED THURS FRI SAT SUN

LESSON 6**OBJECTIVES**

1. Discuss the effects a person's opinions have on their behavior toward the people and situations around them.
2. Identify the need in one's life for an effective problem-solving strategy.



Refer to students' examples of situations from previous lesson and reinforce the idea that one's opinion of the situation influences one's actions.

Ask students, "In what types of situations does it seem the most difficult for you to remain calm and positive?"

(Student examples or teacher suggestions might include: *getting angry at teachers, friends or family members; feeling you are being treated unfairly or not listened to; being unable to figure out how to do something like homework or running the VCR; or being unable to do something you really want to do because of lack of money or transportation.*

Point out in the examples discussed so far, ***when people remained calm and positive they have been able to come up with the best solutions to their problems.***

Tell students, "I know a way to help you find the best solutions to your problems that includes staying calm, looking at the facts, and choosing a positive and realistic solution. We will learn about this in the next lesson."

LESSON 6**OBJECTIVES**

1. Identify positive ways of having fun.
2. Know the F in B-FREE stands for Fun.



Tell students, "Today we are going to talk about the F in B-FREE. The F stands for fun."

"We are going to discuss positive ways that we can have fun. We must choose activities that are both healthy and drug-free. What kind of activities do we choose? (*healthy and drug-free*) It's important to realize that we can have fun when we're alone, with friends, with family, as well as with people in the community."

Distribute handout, POSITIVE WAYS OF HAVING FUN.

There are an unlimited number of possible responses to this handout. Some examples have already been written on the handout. Guide students in identifying positive and realistic activities.

NOTE: Have students check progress on their goals developed in activity 5. Guide students in recording their progress using handout, PROGRESS ON MY GOALS.

Students should place a star or color in the box for each day that he or she meets the goal. If the students does not meet the goal on a particular day, the corresponding box should be left blank.

LESSON 6

HANDOUT



POSITIVE WAYS OF HAVING FUN

I choose activities that are _____ and _____.

I can have fun when I'm alone by:

1. Reading, listening to music, painting
2. Doing a puzzle
3. _____
4. _____
5. _____

I can have fun with my friends by:

1. Playing board games, cards
2. Going for a walk
3. _____
4. _____
5. _____

I can have fun with my family by:

1. Playing games
2. Making dinner together
3. _____
4. _____
5. _____

I can have fun in my neighborhood by:

1. Going to the movies at the public library
2. Taking swim lessons at the YMCA
3. _____
4. _____
5. _____

LESSON 7**OBJECTIVES**

1. Recognize a connection between:
 - a) staying calm and looking at the facts; and
 - b) choosing a positive and realistic solution to a problem.
2. Become familiar with the steps of a problem-solving strategy.



Teacher draws a flowchart-type diagram, see teacher reference sheet, **CHOOSING A POSITIVE AND REALISTIC SOLUTION**, on the chalkboard. This diagram is intended to depict the connection between staying calm and looking at the facts and choosing a positive and realistic solution to a problem.

EMPHASIZE that when a person stays calm he/she is able to look at the facts of the situation. When a person looks at just the facts about the situation, he/she is better able to choose a positive and realistic solution to the problem/situation.

Remind students that in yesterday's lesson you promised them a way to help them choose the best solution to a situation.

Introduce the five steps of the Problem-Solving Strategy by using one or more of the following visuals:

- A. A copy of the handout, **PROBLEM-SOLVING STRATEGY - 5 STEPS**, for each student;
- B. A large poster of the steps posted in the front of the room;
- C. Five colored sheets of paper, each with one of the steps written on it and displayed across the top of the chalkboard.

Present each of the five steps. Use directed instruction techniques to have students verbally rehearse the steps.

NOTE: The five steps should be briefly reviewed and verbally rehearsed in subsequent lessons until students can easily recite the steps in correct order.

Tell students, "You will be learning more about this method in the next few days and will have a chance to practice it and get really, really good at it. Eventually, you will be able to use it on your own, even after you have finished the Future Quest program."

LESSON 7**TEACHER REFERENCE SHEET**

CHOOSING A POSITIVE AND REALISTIC SOLUTION

STAYING CALM

+

LOOKING AT THE FACTS =

CHOOSING A POSITIVE SOLUTION

LESSON 7**HANDOUT**

PROBLEM-SOLVING STRATEGY

5 STEPS

STEP 1: WHAT IS THE PROBLEM?

STEP 2: WHAT TYPE OF PROBLEM IS IT?

STEP 3: HOW DO YOU FEEL ABOUT IT?

STEP 4: HOW IS IT SUPPOSED TO BE?

**STEP 5: CHOOSE A POSITIVE AND REALISTIC
SOLUTION**

LESSON 7**OBJECTIVE**

1. State positive ways of having fun in the community.



NOTE: Teacher will need several copies of the telephone yellow pages for this activity. The Neighborhood Parks Section in the beginning of the telephone book will be used in this activity.

Distribute handout, **HAVING FUN IN THE COMMUNITY.**

"Today we are going to find out where we might go to have fun in the community. Look at your worksheet. Notice the many activities offered in communities. Let's look at each activity and see where we might go to find more information. I have a phone book to help us."

Guide students in locating the different community resources, services, and activities available in the community.

NOTE: Have students check progress on their goals developed in activity 5. Guide students in recording their progress using handout, **PROGRESS ON MY GOALS.**

Students should place a star or color in the box for each day that he or she meets the goal. If the students does not meet the goal on a particular day, the corresponding box should be left blank.

LESSON 7

HANDOUT



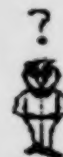
HAVING FUN IN THE COMMUNITY

Directions: For each activity, i.e. swimming, look over the list of places in the community. Which places could you check to find out if they offer the activity? Put a "X" in the box below each place that might offer the activity.

Activities	YMCA	City Parks	Boys/Girls Club	Boy/Girl Scouts	Park & Recreation	Church Youth Group	Other
Swimming							
Basketball							
Gymnastics							
Karate/Aikido							
Track/Running							
Tennis							
Arts & Crafts							
Hiking Trails							
Bowling							
Golf/minature or driving range							
Playgrounds							
Weight Lifting							
Baseball							
Soccer							

LESSON 8**OBJECTIVE**

1. Identify a given problem and classify the problem into one of four different categories: teacher type problems, peer type problems, schoolwork problems, and personal problems.



At the beginning of class, pass out handout, **PROBLEM-SOLVING STRATEGY GUIDE #1**, to each student.

Direct the class to Column #1, **What is the Problem?** Explain that the first step in solving a problem is to identify exactly what the problem is.

Point out that problems will be classified into one of four types of problem: a teacher type problem, a peer type problem, a schoolwork problem, and a personal problem. This will help in choosing a positive and realistic solution.

Have students practice identifying a problem and placing it in a category using different scenarios from the list on **SUGGESTED PROBLEM SCENARIOS**. (This list is for teacher to read from and is not a student handout.)

1. Read scenario.
2. Instruct students to point to the column marked :**"What is the Problem?"** and write down the problem.
3. Direct students to the next column to the right. Guide students in deciding what type of problem it is. Students then draw a line from the problem to the box for that type of problem.

NOTE: Teacher should be monitoring written student responses for accuracy.

Ask students to share their ideas aloud. Point out that more than one "type" of problem may be acceptable for a specific situation.

For example, scenario #10 (*The teacher just gave us ten minutes to finish our assignment and I didn't even understand the directions*) may be categorized as either a teacher type problem or a school work type problem.

At the end of the lesson, collect the papers and check for accuracy.

Teacher may wish to ask students to come to the next lesson prepared with a problem scenario of their own. Teacher can add these to the list of suggested scenarios for use in following lessons.

WHAT IS THE PROBLEM?	WHAT TYPE OF PROBLEM?	FEELINGS	HOW IS IT SUPPOSED TO BE?	SOLUTIONS
	TEACHER TYPE PROBLEM			
	WHAT TYPE OF PROBLEM?	FEELINGS	HOW IS IT SUPPOSED TO BE?	SOLUTIONS
	PEER TYPE PROBLEM			
	WHAT TYPE OF PROBLEM?	FEELINGS	HOW IS IT SUPPOSED TO BE?	SOLUTIONS
	SUBJECT MATTER PROBLEM			
	WHAT TYPE OF PROBLEM?	FEELINGS	HOW IS IT SUPPOSED TO BE?	SOLUTIONS
	PRIVATE TYPE PROBLEM			

LESSON 8**TEACHER REFERENCE SHEET****SUGGESTED PROBLEM SCENARIOS**

1. The person sitting next to me is kicking me under the table.
2. My math assignment is too hard and I can't figure out how to do it.
3. My mom and dad had a big fight last night and I heard them mention "divorce."
4. The girl that lives down the street keeps asking me if I want to smoke with her.
5. I can't find any peace and quiet in my classroom to study.
6. I don't understand my English assignment and the teacher is too busy to help me.
7. My boyfriend/girlfriend just broke up with me.
8. My dad came home drunk and broke my favorite picture.
9. The lunch table where I always sit is full and I can't sit down.
10. The teacher just gave us ten minutes to finish our assignment and I didn't even understand the directions.

LESSON 8**OBJECTIVE**

1. Discover how peers have fun in a positive way.



Distribute handout, **PART OF FREE TIME IS FREE CHOICE**, from Making Smart Choices About Your Future.

Tell students, "Notice this handout shows students just like you. They will share with you the different positive and healthy ways they have fun."

OPTIONAL ACTIVITY

Have students draw themselves doing one of their favorite fun activities and discuss each student's own idea of having fun. Be sure students are choosing activities that are healthy and positive.

B-FREE WHEEL PROJECT

Tell students to take out their **B-FREE WHEEL PROJECT** from their folder and add two positive ways of having fun, under the section marked **FUN**.

NOTE: Have students check progress on their goals developed in activity 5. Guide students in recording their progress using handout, **PROGRESS ON MY GOALS**.

Students should place a star or color in the box for each day that he or she meets the goal. If the students does not meet the goal on a particular day, the corresponding box should be left blank.

Part Of Free Time Is Free Choice

In the activity you just finished, you discovered that free time allows you to make choices. You decide what to do with your free time, where to do it, and with whom. Other parts of your life probably don't give you quite as much decision power as your free time. By making the right choices for yourself, you can really enjoy the time that's yours.



"Soccer, soccer, and more soccer! I've been playing for years, and I just want to keep going. I also love photography. For a while, I was photographing scenes." (Jeremy)

Different People Make Different Choices

Because each person is different, people make different choices about how to spend their free time. Right choices depend on each person's likes and interests. They also depend on your image of who you are. Here's what some students your age have to say about the choices they make for their free time.



"I like doing a lot of creative things. I like writing stories and drawing pictures, and painting - a lot of art things. Like acting, I've thought of starting a business with my friend making tie-dyed shirts." (Jody)

"I like the beach. I like to be outside a lot. I also like to be in my room. It's kind of neat being in my room and playing the stereo and just kicking back." (Scott)



"I prefer to be in my room. It's really quiet, and it just seems really private and peaceful in there. Sometimes I like to go in my room and play with my cat or read a book." (Kathy)



"Drawing, reading, and talking on the telephone to my friend Nadine. She calls me a lot." (Colleen)



"I recently got into the Y and I'm into that. I'm also into politics because of this YMCA program, Youth in Government. I love Youth in Government. I'm going to run for an office." (Ricky)

"Roller skating most in the neighborhood with my sister. And like to be with my friends." (Jill)



"In the mornings during summer, I spend a lot of time alone. I just read and play on my computer..." (Brandon)



The choices and decisions you make in your free time are important. Remember that you are not alone in making these choices. Many people are making similar choices. You can talk to your friends and family about their choices. You can also talk to your counselor. Remember that some of the choices you make now will affect your future.

LESSON 9**OBJECTIVE**

1. When given a problem scenario, identify possible feelings one might experience.



Distribute handout, **PROBLEM-SOLVING STRATEGY GUIDE 2: FEELINGS**. Tell students that today the class will talk about feelings one might have related to certain problem situations. It may be helpful to first discuss the meaning of the word "feelings," and preteach the meaning of various feelings such as angry, afraid, helpless, frustrated, etc.

Using at least four of the same problems used in the previous lesson, lead a discussion of how each problem might make a person feel.

For each problem identified, ask students to draw a circle around the feeling(s) they think they would have in that situation. Point out that the student is free to "write in" a feeling that is not among the choices listed. Emphasize that there is no right or wrong answer for this exercise.

Ask students to share aloud the feelings they circled. This is a good opportunity for the teacher to call attention to the fact that people often have different feelings about the same problem and that a person can have more than one feeling about a single problem.

WHAT IS THE PROBLEM?	WHAT TYPE OF PROBLEM?	FEELINGS	HOW IS IT SUPPOSED TO BE?	SOLUTIONS
	TEACHER TYPE PROBLEM	angry afraid helpless sad frustrated		
	WHAT TYPE OF PROBLEM?	FEELINGS	HOW IS IT SUPPOSED TO BE?	SOLUTIONS
	PEER TYPE PROBLEM	defensive hurt angry out of control		
	WHAT TYPE OF PROBLEM?	FEELINGS	HOW IS IT SUPPOSED TO BE?	SOLUTIONS
	SUBJECT MATTER PROBLEM	frustrated angry stupid curious helpless confused		
	WHAT TYPE OF PROBLEM?	FEELINGS	HOW IS IT SUPPOSED TO BE?	SOLUTIONS
	PRIVATE TYPE PROBLEM	angry frustrated sad lonely sick tired out of control helpless		

LESSON 9**OBJECTIVE**

1. Learn to play a solitaire card game, a drug-free activity to do on one's own.



NOTE: Teacher will need to have a deck of cards for this lesson.

Teacher says, "Remember we discussed ways of having fun when we're alone? Today we are going to learn how to play a card game that you can play by yourself when you have some free time."

For this activity, consider having students sit in a semi-circle around the teacher to observe teacher's demonstration of the game.

Give students instructions for the game. See Teacher Reference Sheet, **INSTRUCTIONS FOR "DOUBLES," A SOLITAIRE CARD GAME**. If time permits, give students a chance to play the game.

NOTE: Have students check progress on their goals developed in activity 5. Guide students in recording their progress using handout, **PROGRESS ON MY GOALS**.

Students should place a star or color in the box for each day that he or she meets the goal. If the student does not meet the goal on a particular day, the corresponding box should be left blank.

INSTRUCTIONS FOR "DOUBLES"

A SOLITAIRE CARD GAME

MATERIALS NEEDED:

1. A deck of playing cards.

OBJECT OF THE GAME:

To get rid of as many cards in your hand as possible. The player's score is equal to the number of cards left in his/her hand at the end of the game. Player tries to get as low a score as possible.

TO START THE GAME:

Lay 8 cards (2 rows of 4) face up.

Look for a pair (a pair is two cards that have the same number or face; for example, 2 and 2 or Jack and Jack).

If you do not find a pair, the game is over.
Shuffle the cards and start the game with eight new cards.

If you find a pair, place a card from the deck, face up and on top of each of the two cards in the pair.

Look for new pairs and continue with the same procedures until no more pairs can be found.

When no more pairs can be found, the game is over.

Count the number of cards left in the deck. This is your score.

Try for a lower score next time!

LESSON 10**OBJECTIVE**

1. Given a problem scenario, describe one's idea of how he/she feels the situation "should be" if there were no problem to be reconciled.



Distribute handout, **PROBLEM-SOLVING STRATEGY GUIDE 3: HOW IS IT SUPPOSED TO BE?**

Have students point to the column labelled, "How Is It Supposed To Be?" Explain the purpose of this step. **"When you want to solve a problem, it is helpful to think of how things would be if the problem were already solved. This can help you decide a good solution for reaching that 'goal.' "**

Using 2-3 of the same problems used in previous lessons, discuss "How It Is Supposed To Be" for each problem. The way it is supposed to be is simply the way a person would describe the situation if there were no problem. Emphasize that this will vary according to each person's opinions and expectations. There is no right or wrong answer for this.

WHAT IS THE PROBLEM?	WHAT TYPE OF PROBLEM?	FEELINGS	HOW IS IT SUPPOSED TO BE?	SOLUTIONS
	TEACHER TYPE PROBLEM	angry afraid helpless sad frustrated	I choose to act in a socially acceptable way. I listen to what my teacher says and do it. If I don't understand something, I ask for help. I do my work and act in a socially acceptable way.	
	WHAT TYPE OF PROBLEM?	FEELINGS	HOW IS IT SUPPOSED TO BE?	SOLUTIONS
	PEER TYPE PROBLEM	defensive hurt angry out of control	I am able to do my work and use good ignoring skills. Know I am in a safe place and can ask for help if I am afraid. I use good "talk it out" skills. I do what I need to do and stay out of trouble.	
	WHAT TYPE OF PROBLEM?	FEELINGS	HOW IS IT SUPPOSED TO BE?	SOLUTIONS
	SUBJECT MATTER PROBLEM	frustrated angry stupid curious helpless confused	I am able to do my work. The teacher or a friend could help me. Work is supposed to be challenging that's how I know that I am learning. I can do some of the work. I need to learn how to do the rest. The teacher will teach me when I will listen.	
	WHAT TYPE OF PROBLEM?	FEELINGS	HOW IS IT SUPPOSED TO BE?	SOLUTIONS
	PRIVATE TYPE PROBLEM	angry frustrated sad lonely sick tired out of control helpless	I want to feel safe. I can make decisions to help myself. I want to be liked. I want to feel loved.	

KEY POINTS FOR TEACHING THIS LESSON

- * Teacher should help students begin to see that suggestions listed in worksheets are intentionally limited to positive and calm suggestions.
- * Students will need practice to recognize their idea of how a given situation should be. ***Teachers will need to provide shaping of student answers*** in order to help them learn this thought reframing process.
- * Emphasis for students should ALWAYS be on the ***student's responsibility in the situation and how the student can change his/her situation when he does not like the way it is at present.*** Emphasis should not be on what others should do to change the situation. Students will need direction and practice with this. One way to encourage responsibility and ownership of the situation is to have students use "I" statements that describe what he/she would do in the situation. Redirect statements that focus on what another person should do.

For example, a student has a problem with another student sitting next to them and kicking them. Their feelings might be anger and frustration. In the column "How Is It Supposed To Be?" the student may want to answer, "That person shouldn't be kicking me." That is a perfectly acceptable initial response. The teacher should then help the student to take this idea one step further by asking, "How should things be for you? Perhaps, you might think, 'I would like to be able to do my work without being bothered.'"

Ownership of the problem will be essential in order for students to use the "Solutions" column effectively and, therefore, to use the entire strategy independently.

LESSON 10**OBJECTIVE**

1. Learn to play two pencil and paper games that can be played with another person.



Teacher says, "Today we are going to learn how to play two pencil and paper games with a friend when you have free time. All you need to play these games is a friend, a piece of paper, and a pencil."

Demonstrate the game, *Squares*.

Teacher puts a 5x5 square of dots (see handout, **SQUARES AND SQUIGGLES GAMES**) on the board for demonstration of the game. A volunteer is needed to be the other player.

INSTRUCTIONS FOR THE GAME, *Squares*. The object of the game is to connect the dots by drawing one line at a time dot to dot. Players take turns adding a line at a time. When a player is able to make a complete square, he/she puts his/her initial inside the square.

When there are no squares left to be made, the person with the most squares is the winner.

INSTRUCTIONS FOR THE GAME *Squiggles*. Again, the only materials needed are a paper and pen or pencil. The object of this game is to draw a picture out of a squiggle line. One player draws a squiggle on the paper. The other must draw something (an animal, person, object, etc.) out of the squiggle. Use your imagination!

Distribute handout, **SQUARES AND SQUIGGLES**. Divide students into pairs and let the games begin.

NOTE: Have students check progress on their goals developed in activity 5. Guide students in recording their progress using handout, **PROGRESS ON MY GOALS**.

Students should place a star or color in the box for each day that he or she meets the goal. If the students does not meet the goal on a particular day, the corresponding box should be left blank.

LESSON 10

HANDOUT



Squares Game



Squiggles Game

Here is an example:



LESSON 11**OBJECTIVE**

1. Describe a given problem, classify the problem into one of four different categories, identify related feelings, and describe how the students think the situation is supposed to be. (Apply steps 1-4 to problem scenarios.)



Ask students to think of an incident in their own lives recently that has been or is a problem for them. Distribute fresh copies of the handout, **PROBLEM SOLVING GUIDE 3**, and direct students to:

1. Write a brief statement (one sentence or phrase) of the problem in the column, "What is the Problem?"
2. Decide what type of problem it is and draw a line from the problem statement to the corresponding type of problem.
3. Think about how they feel in this situation and circle one or more feelings and/or write in feeling that is not listed.
4. Think about "How Is It Supposed To Be?," and circle his/her choice.
 - ***If students appear confused about this step***, teacher can choose her or her own examples or select a few problem created by students, and model circling appropriate choices in the "How Is It Supposed To Be?" column.
 - ***If students appear to grasp the concept of this step, but have difficulty applying it to their own examples***, use teacher-generated examples and guide students in circling an appropriate choice in the "How Is It Supposed To Be?" column.
5. Repeat procedure with other examples as necessary until students are firm on describing/classifying the problem and describing "How Is It Supposed To Be?"

NOTE: Teacher should closely monitor each segment of this exercise to ensure that students are appropriately recording their responses in each column.

LESSON 11**OBJECTIVES**

1. Learn what stress is.
2. Recognize the physical signs of stress.
3. Describe some consequences of not handling stress.
4. Learn that the R in B-FREE stands for Relaxation.



Tell students, "The R in B-FREE stands for relaxation. Our body needs time to relax. Relaxation is important to maintain a healthy lifestyle. Why do we need to relax? To reduce stress and to feel good."

Teacher leads a discussion of stress at students' comprehension level. Teacher may want to have a guest speaker such as the school nurse come in and talk with the students.

"Stress is a feeling of physical, mental, or emotional strain. Your body feels stress if you work or exercise too hard. You feel mental stress if you worry too much or become upset."

- Stress can occur at home, school, anywhere.
- Your body knows when you are feeling stress. By learning to recognize the signals your body sends you, you can relieve stress. Some of these signs may be: tense muscles, sweaty palms, headache, stomach ache, increased heart rate, difficulty concentrating on work, restlessness, pacing or inability to sit still.
- Some stress is good for you, but too much stress can be harmful. It can make you angry or sad or even sick.

What do you think can happen if you don't handle stress in a positive way?"

Have students respond. Be sure to mention the following if they are not brought up during discussion: *irritable, sad, sick, tired, hard to get along with, difficulty concentrating, prone to alcohol or drug abuse.*

Discuss how a healthy body not only feels and acts better, but it also looks more appealing. Emphasize that stress is very hard on the body. Let students give examples of stress in their own lives, and suggest ways of dealing with it. Have other students suggest ways of dealing with stressful situations.

NOTE: Have students check progress on their goals developed in activity 5. Guide students in recording their progress using handout, **PROGRESS ON MY GOALS**. Students should place a star or color in the box for each day that he or she meets the goal. If the students does not meet the goal on a particular day, the corresponding box should be left blank.

LESSON 12

OBJECTIVES

1. Choose an appropriate solution from menu of solutions when given a problem scenario.
2. Use the problem-solving strategy to solve a problem with teacher guidance.
3. Recognize that there can be more than one good solution to a problem.



In today's lesson, students will focus upon the **possible solutions** to a problem. Using handout, **PROBLEM-SOLVING STRATEGY 4**, students will follow the progression from identification of the problem to identification of possible positive solutions to alleviate the problem.

Distribute copies of handout, **PROBLEM-SOLVING STRATEGY GUIDE 4**.

1. Describe a sample scenario to students about a person who has a problem. Use a problem relevant to the students in your class.
2. Have students identify the problem and the type of problem. This can be done verbally or in writing.
3. Have students follow along on the chart to the column labeled "Feelings." The student then circles the way(s) the problem would make him/her feel.
4. Encourage students to *briefly* discuss the various feelings they might have circled.
5. After reading the choices under the column marked "How Is It Supposed To Be," students select and circle an appropriate response. (Students will be restricted to the choices listed on the worksheet for now.)
6. Finally, students read the possible solutions aloud. Based upon how the student has filled in the previous columns, he/she will circle the best solution in his/her opinion.
7. Ask students to share the solutions they selected. Discuss how each solution might be a positive and realistic way to solve the problem. Praise students for making positive and appropriate choices.

WHAT IS THE PROBLEM?	WHAT TYPE OF PROBLEM?	FEELINGS	HOW IS IT SUPPOSED TO BE?	SOLUTIONS
	TEACHER TYPE PROBLEM	angry afraid helpless sad frustrated	I choose to act in a socially acceptable way. I listen to what my teacher says and do it. If I don't understand something, I ask for help. I do my work and act in a socially acceptable way.	Ask for help. Talk it out first, then get back to work. Say two positive things about myself and know that the teacher is here to help me. Get back to work and talk it out later.
	WHAT TYPE OF PROBLEM?	FEELINGS	HOW IS IT SUPPOSED TO BE?	SOLUTIONS
	PEER TYPE PROBLEM	defensive hurt angry out of control	I am able to do my work and use good ignoring skills. Know I am in a safe place and can ask for help if I am afraid. I use good "talk it out" skills. I do what I need to do and stay out of trouble.	Say two positive things about myself. Talk it out with peers at a later time. Ignore. Ask for help.
	WHAT TYPE OF PROBLEM?	FEELINGS	HOW IS IT SUPPOSED TO BE?	SOLUTIONS
	SUBJECT MATTER PROBLEM	frustrated angry stupid curious helpless confused	I am able to do my work. The teacher or a friend could help me. Work is supposed to be challenging that's how I know that I am learning. I can do some of the work. I need to learn how to do the rest. The teacher will teach me when I will listen.	Skip it for now and go on to something I can do on my own. Ask for help. Talk it out with a student at another time. Give myself a "pep" talk. Listen to the help.
	WHAT TYPE OF PROBLEM?	FEELINGS	HOW IS IT SUPPOSED TO BE?	SOLUTIONS
	PRIVATE TYPE PROBLEM	angry frustrated sad lonely sick tired out of control helpless	I want to feel safe. I can make decisions to help myself. I want to be liked. I want to feel loved.	I can say no to unsafe things. Ask to talk to a counselor or other trusted adult. Use relaxation techniques. Ask to talk to my teacher before the end of the day. Talk to my parents when I get home.

LESSON 12**OBJECTIVE**

1. Learn and practice a simple relaxation exercise.



Ask students to generate a list of activities that a person might find relaxing, for example, reading, listening to music, drawing, taking a bath or shower, swimming, working on a project such as putting together a model car.

Point out that different people find different activities to be relaxing. It is important to find healthy, positive activities you find relaxing.

Introduce the idea that we sometimes need to relax "on the spot," in other words, when in stressful situations.

"Sometimes we find ourselves in situations that are stressful or upsetting to us. In order to make good choices for ourselves, it is important to "keep your cool." Here is a simple strategy to help you "keep your cool."

STEP 1 Take a slow, deep **BREATH**.

(You may choose to close your eyes while you do this step.)

STEP 2 **TELL** yourself, "I can handle this appropriately."

STEP 3 Ask yourself, "Do I need to **PROBLEM-SOLVE**?"

(If the answer is yes, use the problem solving strategy learned in Unit 1.
If the answer is no, move on to Step 4)

STEP 4 **CONTINUE** to take slow, deep breaths.

NOTE: An easy way to remember this strategy is the saying, "Ben Tackles Problems Calmly." (The first letter of each word in the saying stands for the key words of each step.)

Relaxation exercises are most effective when practiced on a regular basis. With practice, students should eventually be able to use the exercise on their own.

B-FREE WHEEL PROJECT

Tell students to take out their B-FREE WHEEL PROJECT from their folder and write down two times they could use the relaxation exercise.

LESSON 13**OBJECTIVES**

1. Choose an appropriate solution from menu of solutions when given a problem scenario.
2. Use the problem-solving strategy to solve a problem with teacher guidance.
3. Recognize that there can be more than one good solution to a problem.



In today's lesson, provide students with additional practice using the entire problem-solving strategy by continuing the procedure described in Activity 12. Two to three new problem scenarios should be used.

Distribute fresh copies of handout, **PROBLEM-SOLVING STRATEGY GUIDE 4**.

1. Describe an example scenario to students about a person who has a problem. Use a problem relevant to the students in your class.
2. Have students identify the problem and the type of problem. This can be done verbally or in writing.
3. Have students follow along on the chart to the column labeled "Feelings." The student then circles the way(s) the problem would make him/her feel.
4. Encourage students to *briefly* discuss the various feelings they might have circled.
5. After reading the choices under the column marked "How Is It Supposed To Be," students select and circle an appropriate response. (Students will be restricted to the choices listed on the worksheet for now.)
6. Finally, students read the possible solutions aloud. Based upon how the student has filled in the previous columns, he/she will circle the best solution in his/her opinion.
7. Ask students to share the solutions they selected. Discuss how each solution might be a positive and realistic way to solve the problem. Praise students for making positive and appropriate choices

KEY POINTS FOR TEACHING THIS LESSON

Students will need continued practice in determining how they think a situation should be and choosing positive and realistic solutions. Teachers will need to provide shaping of student answers in order to help them learn this "thought reframing" process.

Emphasis for students should ALWAYS be on the *student's responsibility in the situation and how the student (not others) can change the problem situation*. Encourage the use of "I" statements, rather than statements about what another person should or should not do.

Ownership of the problem will be essential in order for students to use the "Solutions" column effectively and, therefore, to use the entire strategy independently.

Students should realize that choices for solutions will differ based upon how they thought the situation should be, and how they felt about the problem.

LESSON 13**OBJECTIVES**

1. Recognize the importance of exercising to maintain a healthy lifestyle.
2. Learn that one of the E's in B-FREE stands for Exercise.



Tell students, "Today we are going to learn that one of the E's in B-FREE stands for exercise. Exercise provides us with the opportunity to develop body strength and flexibility. But most of all, when we exercise we feel good about ourselves. Exercise provides us with energy."

If desired, distribute handout, EXERCISE IS HEALTHY, and have students write down one point about each heading as the teacher presents the lesson. Modify terms to meet your student's vocabulary level.

Put the following headings on the board for discussion.

- I. Put fitness in your schedule
- II. Three exercise basics
- III. Work out regularly
- IV. Benefits of exercises

Briefly describe the following key points

- I. Put fitness into your schedule
 - A. Exercise daily
 - B. Exercise should be a priority
 - C. Walk, stretch during breaks
- II. Three exercise basics
 - A. Cardiovascular exercises (heart, lung)
 - B. Muscle strengthening activities
 - C. Flexibility (stretching, bending)
- III. Work out regularly
 - A. 30 minutes, 3 or 4 times a week
 - B. Make exercise a habit
 - C. Begin exercises slowly
- IV. Benefits of exercises
 - A. Helps you concentrate
 - B. Reduces stress
 - C. Clears your mind - Can make you more alert
 - D. Have fun with others

LESSON 13**HANDOUT****EXERCISE IS HEALTHY!**

Directions: Listen to your teacher. Write down a key point under each heading.

I. Put fitness in your schedule

II. Three exercise basics

III. Work out regularly

IV. Benefits of exercising

SOCIAL SKILL LESSON 14**ASKING FOR HELP
DAY #1**

(Students learn skill steps and teacher models use of the skill.)

NOTE: Scripted lessons are included to act only as a guide. Please feel free to use the scripted lessons as presented, or to alter them to suit your personal teaching style.

T: It is important to know how to ask for help from other people. Everyone has problems that confuse them or are difficult to solve. Sometimes when you ask someone you trust for help, he/she can help you find a solution to your problem. Can anyone tell me an example of a confusing problem for which it might be good to ask for help?

S: *(Individual answers--Need a ride somewhere, don't understand homework, having problems getting along with a friend or family member)*

T: Those are all good ideas about when a person might want to ask for help. Let's talk about how to ask for help. The first step in asking for help is to ask the person if it is an ok time to ask for help. You could say, "Is it an ok time to ask for help?"

It is a good idea to check if it is ok before jumping right into your problem because you want to be sure the person you ask has time to really listen to your problem before you begin. That way he/she will be able to give you all of his/her attention and his/her very best ideas.

So, the first step is to say, "Is it an ok time to ask for help?" Everyone, what is the first step to remember when asking someone for help?

S: Say, "Is it an ok time to ask for help?"

T: That's right. *(Repeat until firm)* The second step is: "When it is ok, tell what I have already done." What is the second step?

S: When it is ok, tell what I have already done.

- T:** It is a good idea to tell the person what you have already done so that he/she knows everything that you have tried and he/she will try to think of new ways for you to solve the problem. Everyone, what is the second step?
- S:** When it is ok, tell what you have already done.
- T:** Great! Now think about the first two steps. What's the first step?
- S:** Say, "Is it an ok time to ask for help?"
- T:** And the second step?
- S:** When it is ok, tell what you have already done.
- T:** Good. Tell me again. What is the first step when asking for help?
- S:** Say, "Is it an ok time to ask for help?"
- T:** And the second step?
- S:** When it is ok, tell what you have already done.
- T:** OK, now the third step: Say, "I need help with ____." This is an important step because the person needs to know exactly what it is you want help with. If you are not specific about what you are having a hard time figuring out, then the person might become confused. So the third step is: Say, "I need help with ____." Everyone, what is the third step?
- S:** Say, "I need help with ____."
- T:** That's perfect. Let's go back and say all three steps now. What is the first step?
- S:** Say, "Is it an ok time to ask for help?"
- T:** And the second step is?
- S:** When it is ok, tell what you have already done.
- T:** And the third step?
- S:** Say, "I need help with ____."

T: *(Repeat above until firm.)* Now the last step is the hardest one to do. It is very important, though, if you want to be successful at asking for help. The last step is: Let down my walls and listen. Who can tell me what they think that means?

S: *(Individual answers...listen carefully, don't criticize, be willing to try the suggestions, try not to automatically think the suggestions are incorrect, etc.)*

T: Good work. And who can tell me why this step would be important when you want to be successful at asking for help?

S: *(Individual answers...so that the person can give you suggestions of things to do, so you can figure out how you want to solve your problem, because you are the one who asked for help so you should listen to the help you get.)*

T: Ok, those are good answers. You all are really thinking! So, the last step when asking for help is "Let down my walls and listen." Now everyone tell me the last step when asking for help.

S: Let down my walls and listen.

T: That's exactly right. Here's a challenge: Get ready to tell me all four steps to use when asking for help. Think about it carefully. The first step is... (Say, "Is it an ok time for me to ask for help?"). And the second step is... (When it is ok, tell what you have already done"). And the third step... (Say, "I need help with ____"). And the fourth step... (Let down my walls and listen). **REPEAT UNTIL STUDENTS ARE FIRM ON RECITING THE FOUR STEPS.**

T: That was hard work but you all did it! Who thinks they want to say the steps by themselves? *(Call on a few students to check firmness.)*

T: Ok. Now it's my turn. I'm going to say all four steps by myself. Then I'm going to show you how it looks when you use these four steps. The four steps to remember when asking for help are:

1. Say, "Is it a ok time for me to ask for help?"
2. When it is ok, tell the person what I have already done.
3. Say, "I need help with ____."
4. Let down my walls and listen.

(Classroom assistant) will help me use these steps. He/she will pretend to be a person I trust. That's why I have decided to ask him/her for help with a problem I am having. I am feeling frustrated because my sister yells at me when I try to hang out with her and her friends. Ok, let's begin.

T: *(Classroom Assistant), is this an ok time for me to ask for help?*

CA: Sure. I've got a few minutes, what's up?

T: I'm frustrated because when I try to hang out with my sister and her friends, she yells at me. I've tried telling her that I'm bored and don't have anything else to do and I've tried telling my mom to get her in trouble, but nothing works. I need help figuring out how I can get my sister to stop yelling at me.

CA: Wow. That's some problem. You sound really frustrated. When you are bored you could try reading an exciting book. (You can check them out of the school library.) Or maybe you can invite a friend of yours over when you feel like hanging out, or maybe you might want to see if you can arrange a special time when your sister wouldn't mind having you hang out with her.

T: Those are some good ideas. I guess I'll have to think about which one I want to try first.

T: Ok. Now: Did I remember to say, "Is it an ok time to ask for help" before I started?

S: Yes.

T: Did I remember to tell what I had already done?

S: Yes.

T: Did I remember to say, " I need help with _____ "?

S: Yes.

T: Did I remember to let down my walls and listen?

S: Yes.

T: How could you tell that I let down my walls and listened?

S: *(Individual answers... You said that those were good ideas and that you would choose one to try.)*

T: Ok. Watch me. This is not the right way to ask for help.

T: *(Classroom Assistant),* my sister is really frustrating me! She doesn't want me to hang out with her. I've tried telling her that I am bored and I've tried telling my mom to get her in trouble, but nothing works! I need help getting along with her.

CA: Wow. That's some problem. You sound really frustrated. When you are bored you could try reading an exciting book. (You can check them out of the school library.) Or maybe you can invite a friend of yours over when you feel like hanging out, or maybe you might want to see if you can arrange a special time when your sister wouldn't mind having you hang out with her.

T: Those are some good ideas. I guess I'll have to think about which one I want to try first.

T: *(Talking to class)* How did I do in following the steps? Did I say, "Is this an ok time to ask for help?"

S: No.

T: Did I tell what I have already done?

S: Yes.

T: Did I say, "I need help with _____"?

S: Yes.

T: Did I let down my walls and listen?

S: Yes.

T: So, did I remember to follow all of the steps?

S: No.

T: Then did I ask for help the right way?

S: No.

T: Great job! Let's try another one. *(Teacher calls on a student to help with a role play, then assigns remaining students specific steps to watch for.)*

T: Ok, *(Student Assistant)*, I'm going to ask you for help. You are going to tell me that it is an ok time to ask for help when I ask you. Then you can read this when I tell you what I have already done. *(Show student the line below in this script marked "SA" and have him/her practice reading it before beginning.)* Got it? Now, everyone listen carefully.

Excuse me, *(Student Assistant)*, is this a good time to ask for help?

SA: Yes.

- T:** My best friend is mad at me and I don't know why. I have tried to be friendly with her by talking to her about school and about our other friends, but she doesn't talk to me. I need help figuring out why she's mad.
- SA:** Maybe you could ask her directly if you have done something to upset her.
- T:** Ok. That won't be easy, but I'll give it a try.
- T:** (*Speaking to the class*) Did I ask if it was an ok time to ask for help?
- S:** Yes.
- T:** Did I tell what I had already done?
- S:** Yes.
- T:** Did I say I need help with _____?
- S:** Yes.
- T:** Did I ask for help the right way?
- S:** Yes.
- T:** That's exactly right. (*Call on another student assistant.*) (*Student Assistant*) is the person I will ask for help. Listen to see if I ask him/her for help the right way.
- T:** (*Student Assistant*), I'm going to ask you for help. You tell me it is not an ok time to ask for help.
- T:** Excuse me, (*Student Assistant*), is it an ok time for me to ask for help?
- SA:** Not right now. Can you come back in half an hour?
- T:** Ok. I'll wait until then.
- T:** Did I ask the person if it is an ok time to ask for help?
- S:** Yes
- T:** And what did he/she say?
- S:** No, come back later.
- T:** So did I tell him/her my problem anyway?

S: No.

T: So did I follow the steps for asking for help?

S: Yes.

T: OK, let's see who is ready to try this. (*Call on a student.*) Watch, to see if (*Student Assistant*) and I know how to ask for help appropriately. You two (*teacher points to two specific students*), hold up your thumbs if I follow the first step: Say, "Is it an ok time to ask for help?"

You two (*teacher points to two other students*), hold up your thumbs if I tell what I have already done.

You two (*teacher points to two more students in class-- at this point all students should have an assignment for the skill rehearsal*), hold up your thumbs if you hear me say "I need help with _____".

And you (*last student in class*), can put your thumb up if it looks like I let down my walls and listened.

T: Now let's begin. (*Student Assistant*), you are my mom and I'm going to ask you for help.

T: The problem is that my little sister keeps reading my diary. I've asked her not to, but she does anyway. (*Teacher models the correct use of the skill by following all four steps.*)

T: (*To class*) Everyone, did I ask for help the right way?

S: Yes.

T: How do you know that I asked for help appropriately? (*Call on an individual student*)

T: Great work for today! Next time, we will all get a chance to practice these steps, so don't forget them.

TIPS FOR TEACHING SOCIAL SKILLS DAY #1

- **Ensure that students can say the steps to the skill before they begin practice performing the skill (skill rehearsals).**

This will serve as a check that the students know what the steps to the skill are before you ask them to perform the skill. Also, error corrections will be more efficient because you can refer to specific steps in prompting students, e.g., "Wait, Kim, what was step 2?"

- **Here are some helpful correction procedures to use when teaching social skill lessons:**

1. If students are not answering clearly and as one group, try using a simple signal to get them together. (You could use a clap, tap a pen on the desk, or anything that is clear and direct.)

2. If students cannot say the rule, continue to use a Model - Lead - Test presentation until students are "firm" on the rule (can recite it without error).

Model = You say it.

Lead = Students say it with you.

Test = Students say it by themselves.

LESSON 14**OBJECTIVE**

1. Learn a few exercises to be used during free time.



NOTE: Teacher may choose to take 3 minutes during each school day, whenever students could benefit from a quick stretch break, to guide students through one or more of the exercises presented in this lesson.

Tell students, "Today we are going to learn how to do a few exercises. These exercises can be done in the morning, afternoon, evening, or whenever you have free time."

Do exercises together in class with demonstrations.

Stretching

While sitting in your chair, reach arms up over your head and pretend to grab something. Do several times. Then extend one leg forward, then down to the floor, feet flat. Repeat with the other leg.

Arm Circles

Stand or sit. Stretch arms out to the sides with the palms of your hands up. Make large circles with your arms. Move them forward and then back.

Head Rolls

Bend head forward, chin touching chest. Roll head to the right, on shoulder. Then roll head back, looking at ceiling. Roll head to left, on shoulder. Then roll head forward again.

Ankle Rolls

Lift foot up on the toes. Then rotate ankle in small circles. Rotate to the right then to the left.

SOCIAL SKILL LESSON 15**ASKING FOR HELP
DAY #2**

(Class reviews steps and students perform skill rehearsals.)

T: In the last lesson we learned the four steps to use when you want to ask for help appropriately. Who can tell me what those steps were? *(Call on an individual student and then have class say steps in unison to give all students an opportunity to practice.)*

T: Great participation! I saw everyone thinking carefully. Let's try a skill rehearsal. *(Teacher calls on a student to help with skill rehearsal, then assigns remaining students specific steps to watch for.)*

T: Ok *(Student Assistant)*, I'll pretend to be your Girl/Boy Scout leader. You will ask me for help with a problem. Your dad doesn't like you to play your favorite music at home. What are you going to ask me for help with? *(Have students repeat problem to be sure they understand.)*

Student Assistant performs steps to skill.

T: All right now, I'm looking to see who was paying close attention to their step. *(Teacher checks for students raising thumbs.)* It looks like everyone watched very closely! Did *(Student Assistant)* follow all four steps for asking for help appropriately?

S: Yes.

T: How can you tell? *(Call on individual student.)* Tell me one way you could tell that *(Student Assistant)* asked for help appropriately?

S: She said, "Is it an ok time to ask for help?"

T: Yes, that's true. Who can tell me another thing that *(Student Assistant)* did to let us know that she was asking for help appropriately? *(Call on a student.)*

S: She told what she had already done.

T: What's one more thing she did?

S: She said, "I need help with ____."

T: That's right. Who can tell me the last thing that *(Student Assistant)* did to let us know that she was asking for help appropriately? *(Call on an individual student.)*

S: She let down her walls and listened.

T: Now you know all of the steps for asking for help the right way.

T: Now we're going to break into groups of three. *(Assign students to groups.)* I'm going to give you each a card with a number one, two or three on it. *(Pass out cards.)* Listen carefully. If your card has a number one on it, you will be the person who will ask for help in this skill rehearsal.

If your card has a number two on it, you will be the person who will listen to them.

If your card has a number three on it, you will be the person who will check each step as the person says or does it.

T: Let's make a quick check to be sure that each person knows their part. Who are people asking for help? Raise your hands. *(monitor)* Who are the people listening? Raise your hands. *(monitor)* Who are the step monitors? Raise your hands. *(monitor)* Great! Let's go! Here's the situation: *(Fill in with a scenario from below. Teacher and assistant walk around classroom to monitor groups.)*

NOTE: Teacher can change role assignments as needed. Additional skill rehearsals can be done as needed also.

SUGGESTED SCENARIOS FOR STUDENT SKILL REHEARSALS

- I don't have enough time to complete my math homework at night. I need help finding a way to get it all done.
- I need to find a partner for my science project.
- My little brother colored on all of my favorite comic books. I'm really mad at him. I need help figuring out what to do about it.
- I got detention again for getting into a fight. I need help staying in control when I am angry.
- I cannot pass out all of the newspapers on my route. I need help deciding a better way to do it.
- My mom doesn't want me to hang out with my friends. I need help understanding why.

- My boyfriend/girlfriend just broke up with me and I'm really feeling confused. I need to talk about how I feel.
- I lost a library book. I need help figuring out what to do about it because the book is due tomorrow.

TIPS FOR TEACHING SOCIAL SKILLS DAY #2

- **Students should practice performing the skill in *only* the correct way.**
Any non-examples (examples of what *not* to do) should be performed by the teacher or teaching assistant only.
- **Program the student for success in their skill rehearsals.**
Before starting the skill rehearsal, coach the student on what they will say and do.
- **If a student makes an error or gets off task during a skill rehearsal, stop the student immediately, and correct mistakes in a business-like manner.**
(For example, say, "Stop. The rule is ...(say "excuse me" after burping).)
- **Program the student for success in their skill rehearsals.**
Before starting the skill rehearsal, teacher may need to coach the student on what they will say and do.
- **If a student makes an error or gets off task during a skill rehearsal, stop the student immediately, and correct mistakes in a business-like manner.**
(For example, say, "Stop. The rule is ...(say "excuse me" after burping).)
- **Students will need as much practice as possible performing the skill in the correct way.**
Provide frequent and continued opportunities to practice the skill.
Encourage the students to use them during the course of the school day.
Praise students when you observe them using the skill on their own.

LESSON 15**OBJECTIVE**

1. Design his/her own exercise plan.



Tell students, "Today we are going to design our own exercise plan. You will choose an exercise you like and plan when and where you will do the exercise. Will you do this exercise alone or with others? This will also be part of your plan."

Write the following on the board. Distribute handout, MY EXERCISE PLAN. The teacher fills in the blanks with his/her own exercise sample plan.

MY EXERCISE PLAN**WHAT?**

An exercise activity I will do is _____

WHEN?

The day and time I will do this is _____

WHERE?

The place(s) I will do this is _____

WITH WHOM?

I will do this alone or with _____

Students are then asked to fill in another copy of the handout, MY EXERCISE PLAN and to take home to hang up as a reminder to themselves. Encourage students to follow through with their plan.

B-FREE WHEEL PROJECT

On the B-FREE WHEEL, under Exercise, list two things that you learned during the previous exercise lessons.

LESSON 15**HANDOUT****MY EXERCISE PLAN****WHAT?**

An exercise activity I will do is _____

WHEN?

The days and times I will do this is _____

WHERE?

The place(s) I will do this is _____

WITH WHOM?

I will do this alone or with _____

SOCIAL SKILL LESSON 16**ACCEPTING A COMPLIMENT
DAY #1**

(Students learn skill steps and teacher models use of skill.)

NOTE: Scripted lessons are included to act only as a guide. Please feel free to use the scripted lessons as presented, or to alter them to suit your personal teaching style.

- T:** Today we're going to learn how to accept compliments. How does it make you feel when someone tells you that you have done something well?
- S:** (Individual answers--feel good, think it's stupid, don't care, feel proud.)
- T:** When someone tells you that you've done something well, it can make you feel really good. But, if you are not used to hearing good things about yourself, you might feel uncomfortable or think that what the person has said is not true. That's why we are going to practice how to accept a compliment from someone. If we practice accepting compliments well, we might start to feel more comfortable when we hear them.
- T:** We will learn three steps for accepting a compliment: First, look at the person. What's the first step for accepting a compliment?
- S:** Look at the person.
- T:** Great! What's the first step for accepting a compliment? *(Call on an individual student.)*
- S:** Look at the person.
- T:** Everyone, put your thumb up if *(Student Assistant)* said the right step. *(Check to see if students have their thumbs up.)*
- T:** Ok. The second step is to use a pleasant face and voice. What's the second step?
- S:** Use a pleasant face and voice.
- T:** Now let's practice saying the first two steps together. The first step is..*(signal by holding up one finger).*

- S: Look at the person.
- T: And the second step is...(signal by holding up a second finger)
- S: Use a pleasant face and voice.
- T: Great! (Call on individual students to say the first two steps.)
- T: Now let's learn the last step. The last step is to say thank you. That sounds easy enough! Everyone, what's the last step?
- S: Say thank you.
- T: Perfect! So who can tell me all three steps for accepting a compliment? (call on an individual student)
- S: Look at the person. Use a pleasant face and voice. Say thank you.
- T: Fantastic. Everyone, get ready to tell me all three steps for accepting a compliment. The first step is...(signal by holding up one finger.)
- S: Look at the person.
- T: And the second step is...(signal by holding up two fingers.)
- S: Use a pleasant face and voice.
- T: And the third step is... (signal by holding up three fingers.)
- S: Say thank you.
- T: That's amazing! You all have it! Who can tell me all three steps? (Call on individual volunteers)
- T: Ok. Watch me. I'm going to practice accepting a compliment the right way. (Classroom Assistant) is going to tell me what a great job I did cleaning up my desk and I am going to accept his/her compliment using the steps I just learned.
- CA: (Mrs. Smith), you did a great job cleaning up your desk!
- T: Thank you. (Looks at Classroom Assistant, uses a pleasant face and voice, and says thank you.)
- T: Did I look at the person who was complimenting me?
- S: Yes.

T: Did I use a pleasant face and voice?

S: Yes.

T: Did I say thank you?

S: Yes.

T: Great job! Let's try another one. This time we will look at the wrong way to accept a compliment.

CA: (Mrs. Smith), you did a great job cleaning up your desk.

T: (*Looks at the person, rolls eyes and sighs.*) Thank you.

T: Did I look at the person?

S: Yes.

T: Did I use a pleasant face and voice?

S: No.

T: Did I say thank you?

S: Yes.

T: Did I accept a compliment the right way?

S: No.

T: What should I change to make that the right way to accept a compliment? (*Call on a student.*)

S: Use a pleasant face and voice.

T: That's exactly right. Ok, listen: (*Classroom Assistant*) is in line next to me at the grocery store. Watch and see if I accept her compliment the right way.

CA: It was nice of you to let that older lady go before you.

T: (*Looks at the person, uses a pleasant face and voice.*) Thank You.

T: Did I look at the person?

S: Yes

T: Did I use a pleasant face and voice?

S: Yes.

T: Did I say thank you?

S: Yes.

T: So did I accept a compliment the right way?

S: Yes.

T: Next time you will have a chance to practice using these steps to accept a compliment. Today, try to say the steps to yourself three times to help you remember them.

TIPS FOR TEACHING SOCIAL SKILLS

- **Ensure that students can say the steps to the skill before they begin practice performing the skill (skill rehearsals).**

This will serve as a check that the students know what the steps to the skill are before you ask them to perform the skill. Also, error corrections will be more efficient because you can refer to specific steps in prompting students, e.g., "Wait, Kim, what was step 2?"

- **Here are some helpful correction procedures to use when teaching social skill lessons:**

1. If students are not answering clearly and as one group, try using a simple signal to get them together. (You could use a clap, tap a pen on the desk, or anything that is clear and direct.)
2. If students cannot say the rule, continue to use a Model - Lead - Test presentation until students are "firm" on the rule (can recite it without error).
Model = You say it.
Lead = Students say it with you.
Test = Students say it by themselves.

LESSON 16**OBJECTIVES**

1. Recognize that good eating habits are essential for a healthy lifestyle.
2. Learn the last E in B-FREE stands for Eating.



NOTE: Ask students to bring in two food labels for later lesson (Lesson 18). The label can be from a favorite food or snack. Teacher may wish to bring in extra food labels for those students who do not come prepared with labels from home.

Tell students, "The last E in B-FREE stands for eating healthy foods. Eating healthy food is important to growth and feeling good on a daily basis."

To help students learn about food and growth, use the following questions for discussion.

1. How do you feel when you don't eat enough healthy foods?
(Possible answers: hungry, cranky, irritable, sleepy, unable to concentrate, etc.)
2. How do you feel when you skip meals?
(Possible answers: hungry, cranky, irritable, sleepy, unable to concentrate, etc.)
3. How well can you think when you're hungry? Are you able to take a test, concentrate on reading, run during gym class, or do chores?
4. When you haven't eaten properly, why do you get tired?
(Possible answers: We need food for energy. We have to put energy into our bodies in order to feel energetic. It's like trying to drive your car when the gas tank is empty. It needs gas for energy.)

Guide students in the following task to help students better understand why food is important for a healthy lifestyle. Using Teacher Reference Sheet, HOW FOOD IS IMPORTANT TO US, write the headlines only to the web on the chalkboard.

Ask students, "In what ways does food give us energy?" In what ways does food help us grow? In what ways does food make us strong?" Record students responses under the corresponding heading. Add more responses if necessary. Possible responses are listed on the teacher reference sheet.

LESSON 16

TEACHER REFERENCE SHEET

HOW FOOD IS IMPORTANT TO US

Gives Us Energy

to do our work
to concentrate
to play
to learn
to do our best

**Food is
important
Because
it**

Helps Us Grow

teeth
bones
muscles
organs

Makes Us Strong

Strong muscles
Feel good about ourselves
Gives us a good attitude

SOCIAL SKILL LESSON 17**ACCEPTING A COMPLIMENT
DAY #2**

(Class reviews skill steps and students perform skill rehearsals.)

- T:** Yesterday we learned the steps for accepting a compliment appropriately. Does everyone remember what those steps are? Think about them carefully. *(Allow students time to think)* Who wants to tell us what the three steps are? *(Call on an individual, then have all students say steps in unison to allow all students the chance to practice.)*
- T:** OK, let's see who is ready to use these steps to accept a compliment. *(Call on a student)* Everyone, watch to see if *(Student Assistant)* and I know how to accept a compliment appropriately.
- You two *(teacher points to two specific students)*, hold up your thumbs if I follow the first step: Look at the person who is complimenting me.
- You two *(teacher points to two other students)*, hold up your thumb if I use a pleasant face and voice. You three *(teacher points to last three students in class-- at this point all students should have an assignment for the skill rehearsal)*, hold up your thumb if you hear me say thank you.
- T:** Now let's begin. *(Student Assistant)*, you are my baseball coach. You are going to tell me that I pitched the ball well today.
- SA:** You pitched the ball well today.
- T:** Thank you. *(Teacher follows all three steps.)*
- T:** Everyone, did I accept the compliment the right way?
- S:** Yes.
- T:** How do you know that I accepted the compliment the right way? *(Call on an individual student.)*
- T:** Great participation, everyone! I saw everyone watching carefully. Let's try one more. *(Teacher calls on a student to help with the role play, then assigns students different parts to watch for)*

- T: Ok (*Student Assistant*), I'll pretend to be your mom/dad and I'm going to tell you that I like the way you decorated the bulletin board in your bedroom.
- T: I like the way you decorated the bulletin board in your bedroom.
- SA: (*Follows all three steps.*)
- T: Let's see. (*Teacher checks for students raising thumbs*)...It looks like everyone was really watching that time! Did (*Student Assistant*) follow all three steps for accepting a compliment appropriately?
- S: Yes
- T: How can you tell? (*Call on individual student*) Tell me one way you could tell that (*Student Assistant*) accepted my compliment appropriately?
- S: She looked at the person complimenting her.
- T: Good thinking. Who can tell me another thing that (*Student Assistant*) did to let us know that she was accepting a compliment appropriately? (*Call on a student.*)
- S: She used a pleasant face and voice.
- T: That's right. Who can tell me the last thing that (*Student Assistant*) did to let us know that she was accepting a compliment appropriately? (*Call on a student.*)
- S: She said thank you.
- T: Now you know all of the steps for accepting a compliment the right way.
- T: Now we're going to break into groups of three. (*Assign students to groups.*) I'm going to give you each a card with a number one, two or three on it. (*Pass out cards.*)
- If your card has a number one on it, you will be the person who will give someone a compliment in this skill rehearsal.
- If your card has a number two on it, you will be the person who will accept the compliment appropriately.
- If your card has a number three on it, you will be the person who will check each step as the person says or does it.

T: Let's make a quick check to be sure that each person knows their parts. Who are people giving the compliments? Raise your hands. *(monitor)* Who are the people accepting the compliment? Raise your hands. *(monitor)* Who are the step monitors? Raise your hands. *(monitor)* Great! Let's go!

Here's the situation: Complimentors, tell your classmate that you like the way they paid attention to the directions. *(Teacher and assistant walk around and monitor all groups.)*

NOTE: Teacher can change role assignments as needed. Additional skill rehearsals can be done as needed.

SUGGESTED SCENARIOS FOR STUDENT SKILL REHEARSALS:

- Someone tells you that you did great on your homework.
- Someone tells you that you ran really fast in gym class.
- Someone tells you that you are smart.
- Someone tells you that you look nice today.
- Someone tells you that you know a lot about math.
- Someone tells you that you draw really well.
- Someone tells you that you are a patient person.
- Someone tells you that you are good at working with other people.

An excellent way to build self esteem is to have students give each other sincere & individualized compliments during this rehearsal time. Then generalize these type of "rehearsals" to other times during the day to provide students with numerous positive interactions during the school day.

T: All right everyone! You've been working very hard all period at accepting compliments appropriately. Tell me the first step to accepting a compliment appropriately.

S: Look at the person .

T: Tell me the second step.

S: Use a pleasant face and voice.

T: And the last step.

S: Say thank you.

T: Smart thinkers!

TIPS FOR TEACHING SOCIAL SKILLS

TEACHER CHECKS FOR STUDENT UNDERSTANDING

- Students should practice performing the skill in *only* the correct way.
Any non-examples (examples of what *not* to do) should be performed by the teacher or teaching assistant only.

STUDENT PRACTICES SKILL WITH TEACHER (Guided Practice)

- Program the student for success in their skill rehearsals.
Before starting the skill rehearsal, teacher may need to coach the student on what they will say and do.
- If a student makes an error or gets off task during a skill rehearsal, stop the student immediately, and correct mistakes in a business-like manner.
(For example, say, "Stop. The rule is ...(say "excuse me" after burping).

STUDENTS PRACTICE THE SKILL WITH TEACHER MONITORING (Independent Practice)

- Program the student for success in their skill rehearsals.
Before starting the skill rehearsal, teacher may need to coach the student on what they will say and do.
- If a student makes an error or gets off task during a skill rehearsal, stop the student immediately, and correct mistakes in a business-like manner.
(For example, say, "Stop. The rule is ...(say "excuse me" after burping).

PROMOTE GENERALIZATION OF THIS SKILL

- Students will need as much practice as possible performing the skill in the correct way.
Provide frequent and continued opportunities to practice the skill.
Encourage the students to use them during the course of the school day.
Praise students when you observe them using the skill on their own.

LESSON 17**OBJECTIVE**

1. Identify the six main nutrients and why the body needs them.



NOTE: The handout, NIFTY NUTRIENTS, should be reproduced from the back of the poster entitled, "The Six Nutrients," by Frank Schaffer Publications, Inc. 1991.

Tell students, "Today we are going to learn what nutrients are and why our body needs them."

Distribute handout, NIFTY NUTRIENTS. Read and complete handout as a class.

NOTE: Have students check progress on their goals developed in activity 5. Guide students in recording their progress using the handout, PROGRESS ON MY GOALS.

SOCIAL SKILL LESSON 18**GIVING A COMPLIMENT
DAY #1**

(Students learn skill steps and teacher models use of skill.)

- T:** Today we are going to talk about giving a compliment. As you remember, we have already talked about how it can make us feel good to hear good things about ourselves. Today, we are going to focus on giving a compliment appropriately so we can help someone else feel good about something they've done.
- T:** Let's quickly review the three steps to accepting a compliment appropriately. Who can tell me one step? *(Call on an individual student -- use this technique to elicit all three steps. #1 Look at the person giving the compliment. #2 Use a pleasant face and voice. #3 Say thank you.)*
- T:** OK, that's great. Everyone remembered how to accept a compliment appropriately. Everyone, what is the first step?
- S:** Look at the person.
- T:** And the second step?
- S:** Use a pleasant face and voice.
- T:** And the last step?
- S:** Say thank you.
- T:** Good work. It sounds like we are ready to begin learning today's skill. There are three easy steps to remember when you want to give someone a compliment about something they have done well. The first step is: Look at the person. What is the first step?
- S:** Look at the person.
- T:** Again, what is the first step to giving a compliment?
- S:** Look at the person.
- T:** That's right. That's not too difficult to remember. The next step is to use a pleasant face and voice. What is the second step?

- S: Use a pleasant face and voice.
- T: Great. So what are the first two steps to giving someone a compliment?
- S: Look at the person. Use a pleasant face and voice.
- T: All right. Now listen carefully. This is the last step to remember when giving someone a compliment: Tell the person exactly what you like about what they did. *(Pause.)* Listen again: Tell the person exactly what you like about what they did. Everyone, what is the last step to giving someone a compliment?
- S: Tell the person exactly what you like about what they did.
- T: That's right. Everyone, listen. Here is an example of how to tell someone exactly what you like about what they did: "Boy, Lisa, I really like the way you calmly explained to me why you were frustrated with your math homework."
- T: Here is another example of how to tell someone exactly what you like about what they did: "Bob, way to go! You hit the baseball straight to the outfield!"
- T: Here is an example of not telling someone exactly what you like about what they did: "Sarah, you did a good job today".
- T: This is not telling someone exactly what you like about what they did: "I like your shirt."
- T: I will give you another example and you tell me if it is telling someone exactly what you like about what they did? "Kim, you did a great job in reading today. You sounded out every word correctly."
- S: Yes.
- T: Good thinking! How about this one: "Brian, you made a great basket today in gym class."
- S: Yes.
- T: Good work. You all know what it means to tell someone exactly what you like about what they did.
- T: Sounds great. Now, tell me all three steps to giving someone a compliment the right way. The first step is...*(signal by holding up one finger.)*

- S: Look at the person.
- T: And the second step is...(signal by holding up a second finger)
- S: Use a pleasant face and voice.
- T: And the last step is...(signal by holding up a third finger)
- S: Tell the person exactly what you like about what they did.
- T: Terrific! Who thinks they can tell me all three steps? (Call on two or three individual students to check firmness.)
- T: Watch. This is how to give someone a compliment.
- T: (Teacher looks at Classroom Assistant and uses a pleasant face and voice) (Classroom Assistant), you did a great job grading all of our papers without making a mistake!
- CA: (Classroom Assistant models accepting a compliment appropriately by looking at teacher, using a pleasant face and voice, and saying thank you) Thank you.
- T: Did I look at the person I wanted to compliment?
- S: Yes.
- T: Did I use a pleasant face and voice?
- S: Yes.
- T: Did I tell the person exactly what I liked about what they did?
- S: Yes.
- T: So did I give a compliment the right way?
- S: Yes.
- T: You all are learning this very well. Let's try another one.
- T: This is not the right way to give someone a compliment.
- T: (Looks down at the floor, uses a pleasant face and voice) (Classroom Assistant.) I thought your drawing of the beach was very good.
- CA: (Looks at the teacher, uses a pleasant face and voice) Thank you.

T: Did I look at the person who I wanted to compliment?

S: No.

T: Did I use a pleasant face and voice?

S: No.

T: Did I tell the person exactly what I liked about what they did?

S: Yes.

T: So did I give (*Classroom Assistant*) a compliment the right way?

S: No.

T: What should I have done to make it the right way to give someone a compliment? (*Call on an individual student.*)

S: Look at the person.

T: That's right. OK, watch again. Tell me if I am giving this compliment the right way.

T: (*Classroom Assistant*), I admire the way you solved that problem so creatively. (*Teacher looks at the person, uses pleasant face and voice.*)

CA: (*Looks at the Teacher, uses a pleasant face and voice*) Thank you.

T: Did I look at the person?

S: Yes.

T: Did I use a pleasant face and voice?

S: Yes

T: Did I tell the person exactly what I liked about what they did?

S: Yes.

T: Then did I give someone a compliment the right way?

S: Yes.

T: Next time you will each have an opportunity to try the steps by yourselves.

TIPS FOR TEACHING SOCIAL SKILLS

TEACH STUDENTS TO SAY STEPS ALOUD

- **Ensure that students can say the steps to the skill before they begin practice performing the skill (skill rehearsals).**

This will serve as a check that the students know what the steps to the skill are before you ask them to perform the skill. Also, error corrections will be more efficient because you can refer to specific steps in prompting students, e.g., "Wait, Kim, what was step 2?"

- **Here are some helpful correction procedures to use when teaching social skill lessons:**

1. If students are not answering clearly and as one group, try using a simple signal to get them together. (You could use a clap, tap a pen on the desk, or anything that is clear and direct.)
2. If students cannot say the rule, continue to use a Model - Lead - Test presentation until students are "firm" on the rule (can recite it without error).
Model = You say it.
Lead = Students say it with you.
Test = Students say it by themselves.

LESSON 18**OBJECTIVE**

1. Identify main nutrients listed on food labels.



NOTE: The handout, THE BIG 6, should be reproduced from the back of the poster, "The Six Nutrients," by Frank Schaffer Publications, Inc. 1991.

Tell students, "Today we are going to look at different food labels you have brought in from your favorite foods. Let's look at the ingredients and decide if the foods are healthy."

Have students read handout, THE BIG 6, aloud, and follow the directions listed on the handout.

As a class, discuss students' completed handouts. "Do you still think the food is healthy? Why or why not?"

Teacher may want to expand on this lesson by reviewing handout, FACTS ABOUT FAST FOODS. Point out the high fat and sodium content of many fast food items.

LESSON 18**HANDOUT****FACTS ABOUT FAST FOODS*****Jack in the Box***

Seasoned curly fries Fat - 29 grams
Protein - 5 grams
Carbohydrates - 39 grams
Sodium - 1,030 mg

Hamburger Fat - 11 grams
Protein - 13 grams
Carbohydrates - 28 grams
Sodium - 556 mg

Grilled Chicken Fat - 19 grams
Protein - 29 grams
Carbohydrates - 36 grams
Sodium - 1,070 mg.

McDonald's

McLean Deluxe Hamburger Fat - 22 grams
Protein - 22 grams
Carbohydrates - 35 grams
Sodium - 670 mg.

Taco Bell

Taco Fat - 11 grams
Protein - 10 grams
Carbohydrates - 11 grams
Sodium - 276 mg.

Beef Burrito Fat - 21
Protein - 25 grams
Carbohydrates - 48 grams
Sodium - 1,031 mg

SOCIAL SKILL LESSON 19**GIVING A COMPLIMENT
DAY #2**

(Class reviews skill steps and students perform skill rehearsals.)

- T:** Last time we talked about the steps to use when you want to give someone a compliment. Think about what those steps are. *(Pause to allow time to think.)* Who thinks he/she can tell me the three steps for giving a compliment? *(Call on individual students.)*
- T:** Sounds like you all have it! It's time for you to try. Who would like to help us show how to give a compliment the right way? *(Call on an individual student.)*
- T:** Ok, now watch and see if *(Student Assistant)* and I know how to give a compliment the right way. *(Divide students into small groups and assign each group a particular step to watch for. Tell students to put thumbs up when they see the step they have been assigned to watch for.)*
- T:** Let's get started. *(Student Assistant)*, you are going to pretend that we just finished playing cards and you won. I'm going to tell you how great your strategy was. Do you understand?
- SA:** Yes.
- T:** Gosh, *(Student Assistant)*, I can't believe you beat me at cards again! You really had great strategy! *(Teacher looks at student assistant and uses pleasant face and voice.)*
- T:** Everyone, did I give *(Student Assistant)* a compliment the right way?
- S:** Yes.
- T:** How can you tell? *(Call on individual students to elicit all three steps.)*
- T:** Great participation, everyone. I saw everyone's thumb up at the right times. Who else thinks they can help show how to give a compliment the right way? *(Call on an individual student to help with skill rehearsal. Change assignments of specific steps for other students to watch for.)*
- T:** You are going to tell me that you think I tell funny jokes. What are you going to tell me?

SA: That I think you tell funny jokes.

T: Great! Remember to follow all three steps.

SA: You tell funny jokes. (*Looks at the teacher, uses a pleasant face and voice.*)

T: (*Looks at student, uses a pleasant face and voice.*) Thank you.

T: All right, I'm checking to see who was watching carefully ..(*monitors for students raising thumbs*). It looks like you all were paying attention really well that time! Did (*Student Assistant*) give me a compliment appropriately?

S: Yes.

T: How could you tell? (*Call on individual students to elicit all three steps.*)

S: She looked at you when she was talking...She used a pleasant face and voice...She said exactly what she liked about what you did.

T: Perfect! You know all the steps for giving a compliment the right way.

T: Now we're going to break into groups of three. (*Assign students to groups.*) I'm going to give you each a card with a number one, two or three on it. (*Pass out cards.*)

If your card has a number one on it, you will be the person who will give someone a compliment in this skill rehearsal.

If your card has a number two on it, you will be the person who will accept the compliment appropriately.

If your card has a number three on it, you will be the person who will check each step as the person says or does it.

T: Let's make a quick check to be sure that each person knows their parts. Who are people giving the compliments? Raise your hands. (*monitor*) Who are the people accepting the compliment? Raise your hands. (*monitor*) Who are the step monitors? Raise your hands. (*monitor*) Great! Let's go!

Here's the situation: Complimentors, tell your classmate that you like the way they paid attention to the directions. (*Teacher and assistant walk around and monitor all groups.*)

NOTE: Teacher can change role assignments as needed. Additional skill rehearsals can be done as needed.

SUGGESTED SCENARIOS FOR STUDENT SKILL REHEARSALS

- Tell someone that you think they were very patient waiting in line.
- Tell someone that you think they keep their desk very neat.
- Tell someone that you think they were very friendly to include their new classmate in recess games.
- Tell someone that you think they read aloud in class really well because they don't make very many mistakes.
- Tell someone that you think they played an excellent game of baseball because they hit a homerun.
- Tell someone that you think they were really nice to let their little brother "tag along" to the movies.
- Tell someone that you think they were thoughtful to do the dishes for their mom when she worked late.
- Tell someone that you think they were brave when they told the other kids that they didn't want to smoke a joint.

T: You are all set! You've been concentrating very hard all period on giving compliments appropriately. Tell me the first step to giving someone a compliment appropriately.

S: Look at the person .

T: Tell me the second step.

S: Use a pleasant face and voice.

T: And the last step.

S: Tell the person exactly what you like about what they did.

T: You all did a great job learning this new skill!

TIPS FOR TEACHING SOCIAL SKILLS

TEACHER CHECKS FOR STUDENT UNDERSTANDING

- **Students should practice performing the skill in *only* the correct way.**
Any non-examples (examples of what *not* to do) should be performed by the teacher or teaching assistant only.

STUDENT PRACTICES SKILL WITH TEACHER (Guided Practice)

- **Program the student for success in their skill rehearsals.**
Before starting the skill rehearsal, teacher may need to coach the student on what they will say and do.
- **If a student makes an error or gets off task during a skill rehearsal, stop the student immediately, and correct mistakes in a business-like manner.**
(For example, say, "Stop. The rule is ...(say "excuse me" after burping).

STUDENTS PRACTICE THE SKILL WITH TEACHER MONITORING (Independent Practice)

- **Program the student for success in their skill rehearsals.**
Before starting the skill rehearsal, teacher may need to coach the student on what they will say and do.
- **If a student makes an error or gets off task during a skill rehearsal, stop the student immediately, and correct mistakes in a business-like manner.**
(For example, say, "Stop. The rule is ...(say "excuse me" after burping).

PROMOTE GENERALIZATION OF THIS SKILL

- **Students will need as much practice as possible performing the skill in the correct way.**
Provide frequent and continued opportunities to practice the skill.
Encourage the students to use them during the course of the school day.
Praise students when you observe them using the skill on their own.

LESSON 19**OBJECTIVES**

1. Discriminate between foods from plants and foods from animals.
2. Recognize importance of eating healthy foods.



NOTE: The handout, **YOU ARE WHAT YOU EAT**, should be reproduced from the back of the poster entitled, "The Six Nutrients," by Frank Schaffer Publications, Inc. 1991.

Tell students, "Today we are going to talk about why it's important to eat good foods everyday and where that food might come from."

Distribute handout, **YOU ARE WHAT YOU EAT**. Read and complete handout as a class.

SOCIAL SKILL LESSON 20**IGNORING
DAY #1**

Helpful tips for teaching social skills are listed on page immediately following this lesson.

I. INTRODUCE THE SKILL TO BE TAUGHT.

Briefly describe the skill, and discuss the rationale for using the skill, including possible benefits to the student and to others.

Generate examples of appropriate uses of the skill.

Provide a set of discrimination exercises (the number and type of examples will depend upon your learners) to ensure students can discriminate between appropriate and inappropriate situations in which to use the skill.

Here is a sample discrimination exercise:

Listen carefully and tell me if this would be a good time to ignore. A woman at the bus stop whom I do not know asks me to give her some money so she can ride the bus. (pause for students to consider the situation) Would that be a good time to ignore? Why/Why not?"

"Some kids are playing basketball on the court outside my apartment. They ask me if I want to play with them. Would this be a good time to ignore? Why/why not?"

"My mom tells me to do the dishes after dinner. Is this a good time to ignore? Why/why not?"

"A student in my class looks really angry. He is throwing books on the floor and yelling at my teacher. Is this a good time to ignore? Why/why not?"

Explain that when we all ignore the student who is having a hard time controlling himself, it will be easier for the teacher to help the student regain control of him/herself and solve the problem. The student won't have anyone to "entertain" and he/she will be able to calm down more quickly. Ignoring is a very important job for the class to do when a classmate is off-task.

II. TEACH STUDENTS TO SAY THE SKILL STEPS ALOUD.

SKILL: IGNORING

1. Look away or walk away from the person.
2. Keep a quiet mouth.
3. Pretend I am not listening or continue doing what I was doing.

III. TEACHER MODELS SKILL

Teacher models skill only after students can say steps independently.

- A. Demonstrate the skill being performed correctly, that is, all steps performed correctly and no steps omitted.
Scenarios are provided at end of lesson.
- B. Provide additional demonstrations which include one step being performed incorrectly or one step omitted. Provide demonstrations which are correct and those which include an error.

Remember, err on only one step per scenario when showing incorrect use of skill.

- C. Just before modeling the skill, tell students:
"This is the correct way to (*ignore*)."
"This is not the correct way to (*ignore*)."
- D. After modeling the skill, ask if students were able to observe each of the steps during the demonstration.

"Did I _____"	(step #1)	?"
"Did I _____"	(step #2)	?"
"Did I _____"	(step #3)	?"

SAMPLE SCENARIOS FOR TEACHER MODELING

A person (enacted by the classroom assistant) asks me at the bus stop if I want to buy drugs. Classroom assistant simply says, "Hey, do you want to buy some crack?" Teacher correctly performs the three steps of the skill.

I'm talking on the phone to my friend when my younger sibling (enacted by classroom assistant) starts singing loudly and acting silly to get my attention. Teacher correctly performs the three steps of the skill.

The bully on my street (enacted by classroom assistant) calls me a whimp as I walk past him. The classroom assistant simply says, "You whimp." Teacher performs two of the steps, but leaves one step out.

Two kids in the lunch line start arguing. One student (enacted by a classroom assistant) says, "You're a jerk." The other (enacted by a second classroom assistant) responds, "No, you're the jerk!" Teacher performs two of the steps, but performs one step incorrectly. (Select this scenario only if two classroom assistant are available for the demonstration.)

In math class a classmate (enacted by classroom assistant) is not participating in the lesson. He is dropping books and pencils on the floor in an attempt to disturb everyone else. Teacher correctly performs all three steps of the skill and continues to do his or her work.

A student (enacted by classroom assistant) in the attendance office begins yelling at the secretary. The student says, "You don't know what you're talking about. You're really stupid!" Teacher correctly performs two steps of the skill, but performs one step incorrectly.

Two adults come into our classroom with the school counselor during science class. They are standing in the back of the room whispering to each other and watching the class. Classroom assistants can pretend to be the visitor(s) and teacher demonstrates all steps correctly.

NOTE: In the next lesson, students will review the skill steps and practice the skill in brief skill rehearsals.

TIPS FOR TEACHING SOCIAL SKILLS

Day 1

PART II TEACH STUDENTS TO SAY STEPS ALOUD

- **Ensure that students can say the steps to the skill before they begin practice performing the skill (skill rehearsals).**

This will serve as a check that the students know what the steps to the skill are before you ask them to perform the skill. Also, error corrections will be more efficient because you can refer to specific steps in prompting students, e.g., "Wait, Kim, what was step 2?"

- **Here are some helpful correction procedures to use when teaching social skill lessons:**
 1. If students are not answering clearly and as one group, try using a simple signal to get them together. (You could use a clap, tap a pen on the desk, or anything that is clear and direct.)
 2. If students cannot say the rule, continue to use a Model - Lead - Test presentation until students are "firm" on the rule (can recite it without error).
Model = You say it.
Lead = Students say it with you.
Test = Students say it by themselves.

LESSON 20**OBJECTIVES**

1. Identify three different kinds of sugars.
2. Know what an "energy crisis" is and how it can be avoided.



NOTE: The handout, **ENERGY CRISIS**, should be reproduced from the back of the poster entitled, "The Six Nutrients," by Frank Schaffer Publications, Inc. 1991.

Tell students, "Today we are going to talk about sugar and the different types of sugar found in our foods. We are also going to learn what an 'energy crisis' is and how it can be avoided."

Distribute and complete handout, **ENERGY CRISIS** as a class.

SOCIAL SKILL LESSON 21**IGNORING
DAY #2**

Helpful tips for teaching social skills are listed on page immediately following this lesson.

- I. **TEACHER REVIEWS THE SKILL BEING TAUGHT**
Briefly review the skill, why it is useful, and when it can be used.
- II. **TEACHER REVIEWS STEPS OF SKILL WITH STUDENTS**
Provide students with practice reciting the steps of the skill learned in previous lesson. Students should be able to recite all steps.

SKILL: IGNORING

1. **Look away or walk away from the person.**
2. **Keep a quiet mouth.**
3. **Pretend I am not listening or continue doing what I was doing.**

- III. **TEACHER MODELS THE SKILL**
This will be review for students and will enable teacher to check student understanding. Before the demonstration, tell students, "Watch carefully. Is this the right way to"

After the teacher demonstration, ask students:

"Was that the right way to ...?"

"How do you know?"

If students are able to answer correctly, move on the guided practice segment of the lesson, Part IV: **STUDENT PRACTICES SKILL WITH TEACHER.**

If students err, have them recite all steps again. This will help them recall the steps to look for in the teacher model. Model the skill again until students are firm.

IV. STUDENT PRACTICES SKILL WITH TEACHER (Guided Practice)

Invite a student to practice the skill by performing a skill rehearsal with the teacher. The student will perform each of the steps.

"Coach" the student before the skill rehearsal. Tell the student exactly what he will say or do for each of the steps.

Assign all other students the role of *Observer*. The observers carefully watch the skill rehearsal, looking for the correct performance of each step. When the skill rehearsal is finished, observers give feedback to the student. (Teacher may choose to assign one or more students to look for a particular step of the skill during the skill rehearsal.)

Depending on the needs of students, teacher may choose to have all or some of the class practice the skill with teacher before moving on to Part V: STUDENT PRACTICE

SAMPLE SCENARIOS FOR STUDENT SKILL REHEARSALS for use with Part IV (Guided Practice) and Part V (Independent Practice) are listed on following page.

SAMPLE SCENARIOS FOR STUDENT SKILL REHEARSALS

During Guided Practice (Part IV), student takes the role of performer and teacher takes the role of co-actor. During Independent Practice (Part V), skill performer and co-actor are both students.

Co-actor simply says, "Hey, do you want to buy some crack?" Skill performer correctly performs the three steps of the skill.

The bully on my street calls me a whimp as I walk past him. Co-actor simply says, "You whimp!"

Two kids in the lunch line start arguing. One student says, "You're a jerk." The other responds, "No, you're the jerk!" (Select this scenario only if all participants can handle the scenario appropriately.)

In math class a classmate is not participating in the lesson. He is dropping books and pencils on the floor in an attempt to disturb everyone else.

A student in the attendance office begins yelling at the secretary. The student says, "You don't know what you're talking about. You're really stupid!"

Two adults come into our classroom with the school counselor during science class. They are standing in the back of the room whispering to each other and watching the class.

V. STUDENTS PRACTICE THE SKILL WITH TEACHER MONITORING (Independent Practice)

Once students are able to successfully perform the skill with teacher guidance, divide students into groups of two to three students for individual practice. Students will perform skill rehearsals with one another, but will need close teacher monitoring and feedback.

Assign each student in the group a role and explain their role carefully.

- **The Skill Performer. (The main actor.)**
This is the student who is practicing the skill.
- **The Student assisting in the rehearsal. (The co-actor.)**
The co-actor's role is usually limited to saying one or two lines.
- **The Observer.**

During the skill rehearsal, the observer watches carefully for steps. Afterwards, he or she gives feedback to the skill performer.

Be sure *each* student is given an opportunity to perform the skill. Students who are reluctant initially usually become more willing to participate when they see that skill rehearsals are brief and successful.

Stop the skill rehearsal immediately if student makes an error, omits a step, or if the rehearsal begins to get off track. Correct immediately. (Please refer to Teacher Tip Sheet for corrections procedures.) Curtailing incorrect practice helps prevent students, the observer as well as the performer, from learning the skill incorrectly.

Monitor student performances carefully to ensure that students receive feedback on correct performance of the skill.

VI. DETERMINE STUDENTS' SUCCESS RATE, AND RETEACH SKILL IF NECESSARY

While monitoring student skill rehearsals (Part V), collect simple data on students' performance. For each student, ask yourself, "**Is the student performing the skill correctly?**" Calculate the percentage of students who successfully demonstrated the skill during the skill rehearsals.

If fewer than 90% of the students performed the skill correctly, reteach the steps, and try again with additional skill rehearsals!

VI. PROMOTE GENERALIZATION OF THE SKILL

Anticipate situations at school, home, or in the community in which student(s) may need to use the skill. Before student enters the situation, remind the student that it would be a good time to use the skill.

For example, if the class has learned the skill of Ignoring, and a particular student has had difficulty ignoring peer teasing during recess, teacher may prompt that student shortly before recess begins.

Enlist the help of other adults with whom the student interacts, for example, the mainstream teachers, parents, school psychologist, PE teacher, parents. Let them know the skill(s) the student is working on and encourage them to prompt student to use the skill in appropriate situations and praise the student when they observe him or her using the skill.

TIPS FOR TEACHING SOCIAL SKILLS DAY 2

PART III TEACHER CHECKS FOR STUDENT UNDERSTANDING

- Students should practice performing the skill in *only* the correct way. Any non-examples (examples of what *not* to do) should be performed by the teacher or teaching assistant only.

PART IV. STUDENT PRACTICES SKILL WITH TEACHER (Guided Practice)

- Program the student for success in their skill rehearsals. Before starting the skill rehearsal, teacher may need to coach the student on what they will say and do.
- If a student makes an error or gets off task during a skill rehearsal, stop the student immediately, and correct mistakes in a business-like manner. (For example, say, "Stop. The rule is ...(say "excuse me" after burping).

PART V STUDENTS PRACTICE THE SKILL WITH TEACHER MONITORING (Independent Practice)

- Program the student for success in their skill rehearsals. Before starting the skill rehearsal, teacher may need to coach the student on what they will say and do.
- If a student makes an error or gets off task during a skill rehearsal, stop the student immediately, and correct mistakes in a business-like manner. (For example, say, "Stop. The rule is ...(say "excuse me" after burping).

PART VI PROMOTE GENERALIZATION OF THIS SKILL

- Students will need as much practice as possible performing the skill in the correct way. Provide frequent and continued opportunities to practice the skill. Encourage the students to use them during the course of the school day. Praise students when you observe them using the skill on their own.

LESSON 21**OBJECTIVE**

1. Make a healthy and easy after-school snack.



NOTE: Two recipes for easy snack foods are listed. Teacher can choose which one students will prepare. The following materials are needed:

SNACK MIX: baggies, granola, raisins, nuts, dried fruit, e.g., banana chips (approximately 1/4 cup of each per student).

YOGURT SHAKE: yogurt, bananas, strawberries (or other fruit), milk, ice, blender, and cups. To save time and expense, class could prepare one shake with each student getting a taste.

Ask students, "How many of you are hungry when you get home after school? Today we are going to make a healthy snack you can eat after school or anytime."

Give instructions for making the snack.

SNACK MIX

"The ingredients will be granola, raisins, nuts, and dried fruit. Each one of you will get to put 1/4 cup of each ingredient into your own bag. I'll have the ingredients at the front table and I'll call you individually."

Distribute one baggie to students, then call students to front of room to fill their bags. When all students have finished, review ingredients, the nutrients each offers, and EAT!

YOGURT SHAKE

Have the ingredients ready for preparation of the shake. Depending on the class size, students may be able to gather around a center table. Add ingredients to blender and blend.

LESSON 22**SOCIAL SKILL: HANDLING TEASING AND PUT DOWNS
DAY #1****I. INTRODUCE THE SKILL TO BE TAUGHT.**

Briefly describe the skill, and discuss the rationale for using the skill, including possible benefits to the student and to others.

Generate examples of appropriate uses of the skill.

Provide a set of discrimination exercises (the number and type of examples will depend upon your learners) to ensure students can discriminate between appropriate and inappropriate situations in which to use the skill.

Sample Discrimination Exercises

"Listen carefully and tell me if this is a time when I may want to handle teasing and put downs well." My brother calls me a "geek" because he doesn't like the new CD I just bought. Is my brother teasing me or putting me down? Would it be a good time to know how to handle teasing or put downs? Why/Why not?"

"My teacher tells me after class that I have a learning disability in reading. She says that's why I read slower than my classmates. Is my teacher putting me down? Would I need to use this skill? Why/why not?"

"My cousins are making fun of me because I won't drink beer with them. Do you think my cousins are teasing me or putting me down? Would this be a good time to use this skill? Why or why not?"

"I got a C+ on my test and I am really proud of it because this class is difficult for me. My friend got an A. His mom looked at my paper and said, 'Next time you'll do better if you study more.' Is this a put down? Would this be a good time to use this skill? Why/why not?"

II. TEACH STUDENTS TO SAY THE SKILL STEPS ALOUD.

SKILL: HANDLING TEASING AND PUT DOWN

1. Keep a pleasant face and voice.
2. Take a deep breath.
3. Look away or walk away when possible.
4. Use positive self-talk.

III. TEACHER MODELS SKILL

Teacher models skill only after students can say steps independently.

- A. Demonstrate the skill being performed correctly, that is, all steps performed correctly and no steps omitted.
Scenarios are provided at end of lesson.
- B. Provide additional demonstrations which include one step being performed incorrectly or one step omitted. Provide demonstrations which are correct and those which include an error.

Remember, err on only one step per scenario when showing incorrect use of skill.

- C. Just before modeling the skill, tell students:
"This is the correct way to (*ignore*)."
"This is not the correct way to (*ignore*)."
- D. After modeling the skill, ask if students were able to observe each of the steps during the demonstration.

"Did I _____"	(<i>step #1</i>)	?"
"Did I _____"	(<i>step #2</i>)	?"
"Did I _____"	(<i>step #3</i>)	?"

SAMPLE SCENARIOS FOR TEACHER MODELING

A lady in the shopping mall calls me a slob. Teacher models all four steps correctly.

My classmate calls me a cry baby because I told him I didn't like it when he knocked into me. Teacher models three steps correctly and one incorrectly.

My aunt says, "Oh you'll never amount to anything." Teacher models three steps correctly and omits one step.

Your dad says, "You just aren't as brilliant as your brother. He always was smarter than you." Teacher models all four steps correctly.

NOTE: In the next lesson, students will review the skill steps and practice the skill in brief skill rehearsals.

LESSON 22**OBJECTIVES**

1. Complete B-FREE Wheel, under sections labeled Eating.
2. Review facts learned throughout unit by playing the B-FREE Wheel Game.



Teacher verbally gives students the directions for B-FREE Wheel Game.

Materials needed

Students' completed B-FREE Wheels.

Object of the Game

Students use their B-FREE Wheels to generate and answer review questions about a healthy lifestyle.

Before Starting Game

Give students directions. "You will get a chance to use the information you have recorded on your wheels. Look at the facts you have written on your B-FREE wheel. Use your facts to make up a few questions you can ask another student."

Start the Game

Teacher begins by asking first question and then calls on student to answer. If the student answers correctly, he/she refers to their B-FREE Wheel to generate a question to ask the next student. If the student answers correctly, he/she asks their own question based on their B-FREE Wheel. If the student cannot answer correctly, another student may volunteer to answer.

End the Game

Game ends when each student has had a turn to ask 2-3 questions.

LESSON 22**HANDOUT****HEALTHY LIFESTYLES****BODY**

Keep your BODY clean and healthy. Two things you can do everyday to keep your BODY clean are:

FUN

Have FUN by doing positive and healthy activities. There are a lot of ways you can have FUN. You can have FUN by yourself, with a friend, and with your family. Write down fun activities that you can do:

1. by yourself _____
2. with a friend _____
3. with family _____

RELAXATION

People need to relax because

When would be a good time to do a RELAXING activity?

EXERCISE

List three types of EXERCISE that you can do everyday.

EEATING

EAT healthy foods!

What are your favorite healthy snacks?

1. _____
2. _____

SOCIAL SKILL LESSON 22**HANDLING TEASING AND PUT-DOWNS
DAY #2**

Helpful tips for teaching social skills are listed on page immediately following this lesson.

- I. **TEACHER REVIEWS THE SKILL BEING TAUGHT**
Briefly review the skill, why it is useful, and when it can be used.
- II. **TEACHER REVIEWS STEPS OF SKILL WITH STUDENTS**
Provide students with practice reciting the steps of the skill learned in previous lesson. Students should be able to recite all steps.

SKILL: HANDLING TEASING AND PUT DOWNS

1. Keep a pleasant face and voice.
2. Take a deep breath.
3. Look away or walk away when possible.
4. Use positive self-talk.

- III. **TEACHER MODELS THE SKILL**
This will be review for students and will enable teacher to check student understanding. Before the demonstration, tell students, **"Watch carefully. Is this the right way to"**

After the teacher demonstration, ask students:
"Was that the right way to ...?"
"How do you know?"

If students are able to answer correctly, move on the guided practice segment of the lesson, Part IV: **STUDENT PRACTICES SKILL WITH TEACHER.**

If students err, have them recite all steps again. This will help them recall the steps to look for in the teacher model. Model the skill again until students are firm.

IV. STUDENT PRACTICES SKILL WITH TEACHER (Guided Practice)

Invite a student to practice the skill by performing a skill rehearsal with the teacher. The student will perform each of the steps.

"Coach" the student before the skill rehearsal. Tell the student exactly what he will say or do for each of the steps.

Assign all other students the role of *Observer*. The observers carefully watch the skill rehearsal, looking for the correct performance of each step. When the skill rehearsal is finished, observers give feedback to the student. (Teacher may choose to assign one or more students to look for a particular step of the skill during the skill rehearsal.)

Depending on the needs of students, teacher may choose to have all or some of the class practice the skill with teacher before moving on to Part V: STUDENT PRACTICE

SAMPLE SCENARIOS FOR STUDENT SKILL REHEARSALS for use with Part IV (Guided Practice) and Part V (Independent Practice) are listed on following page.

SAMPLE SCENARIOS FOR SKILL REHEARSALS

On the baseball field, the other kids start to laugh when I strike out.

I tried out for cheerleading, but didn't make it. The other girls who did whisper every time I walk by.

My classmates are sarcastic to me because of the eyeglasses I wear.

My best friend got an "A" on his test. I got a "B" and I'm really proud of it. My friend's mom looks at my test and says, "Well, next time, I'm sure you'll do better."

V. STUDENTS PRACTICE THE SKILL WITH TEACHER MONITORING (Independent Practice)

Once students are able to successfully perform the skill with teacher guidance, divide students into groups of two to three students for individual practice. Students will perform skill rehearsals with one another, but will need close teacher monitoring and feedback.

Assign each student in the group a role and explain their role carefully.

- **The Skill Performer. (The main actor.)**
This is the student who is practicing the skill.
- **The Student assisting in the rehearsal. (The co-actor.)**
The co-actor's role is usually limited to saying one or two lines.
- **The Observer.**
During the skill rehearsal, the observer watches carefully for steps. Afterwards, he or she gives feedback to the skill performer.

Be sure each student is given an opportunity to perform the skill. Students who are reluctant initially usually become more willing to participate when they see that skill rehearsals are brief and successful.

Stop the skill rehearsal immediately if student makes an error, omits a step, or if the rehearsal begins to get off track. Correct immediately. (Please refer to Teacher Tip Sheet for corrections procedures.) Curtailing incorrect practice helps prevent students, the observer as well as the performer, from learning the skill incorrectly.

Monitor student performances carefully to ensure that students receive feedback on correct performance of the skill.

VI. DETERMINE STUDENTS' SUCCESS RATE, AND RETEACH SKILL IF NECESSARY

While monitoring student skill rehearsals (Part V), collect simple data on students' performance. For each student, ask yourself, "Is the student performing the skill correctly?" Calculate the percentage of students who successfully demonstrated the skill during the skill rehearsals.

If fewer than 90% of the students performed the skill correctly, reteach the steps, and try again with additional skill rehearsals!

VI. PROMOTE GENERALIZATION OF THE SKILL

Anticipate situations at school, home, or in the community in which student(s) may need to use the skill. Before student enters the situation, remind the student that it would be a good time to use the skill.

For example, if the class has learned the skill of Ignoring, and a particular student has had difficulty ignoring peer teasing during recess, teacher may prompt that student shortly before recess begins.

Enlist the help of other adults with whom the student interacts, for example, the mainstream teachers, parents, school psychologist, PE teacher, parents. Let

them know the skill(s) the student is working on and encourage them to prompt student to use the skill in appropriate situations and praise the student when they observe him or her using the skill.

TIPS FOR TEACHING SOCIAL SKILLS DAY 2

PART III TEACHER CHECKS FOR STUDENT UNDERSTANDING

- Students should practice performing the skill in *only* the correct way. Any non-examples (examples of what *not* to do) should be performed by the teacher or teaching assistant only.

PART IV. STUDENT PRACTICES SKILL WITH TEACHER (Guided Practice)

- Program the student for success in their skill rehearsals. Before starting the skill rehearsal, teacher may need to coach the student on what they will say and do.
- If a student makes an error or gets off task during a skill rehearsal, stop the student immediately, and correct mistakes in a business-like manner. (For example, say, "Stop. The rule is ...(say "excuse me" after burping).

PART V STUDENTS PRACTICE THE SKILL WITH TEACHER MONITORING (Independent Practice)

- Program the student for success in their skill rehearsals. Before starting the skill rehearsal, teacher may need to coach the student on what they will say and do.
- If a student makes an error or gets off task during a skill rehearsal, stop the student immediately, and correct mistakes in a business-like manner. (For example, say, "Stop. The rule is ...(say "excuse me" after burping).

PART VI PROMOTE GENERALIZATION OF THIS SKILL

- Students will need as much practice as possible performing the skill in the correct way. Provide frequent and continued opportunities to practice the skill. Encourage the students to use them during the course of the school day. Praise students when you observe them using the skill on their own.

LESSON 23**OBJECTIVES**

1. Define the term "drug."
2. Identify examples of legal drugs.

Write the following definition on the chalkboard.

Drug - A chemical substance that causes changes in the body or mind or in both.

Tell students, "In today's lesson we will learn the difference between legal and illegal drugs. (Point to the definition on the chalkboard.) This is the definition of the term "drug" that we will be using. Read the definition aloud with me." Have students repeat the definition several times.

Distribute copies of DRUGS - STUDY GUIDE and instruct students on its use. "Today you will be able to take notes. Listen carefully to my instructions. I'll let you know when it is time to write something on your study guide."

On the study guide:

1. Have students copy the definition of drug in the space at the top of the page.
2. Tell students they will be learning about two different categories of drugs: legal and illegal. Instruct students to fill in these two headings on their study guide. Students can then put their pencils away.

Collect students' copies of DRUGS-STUDY GUIDE for use in future lessons.

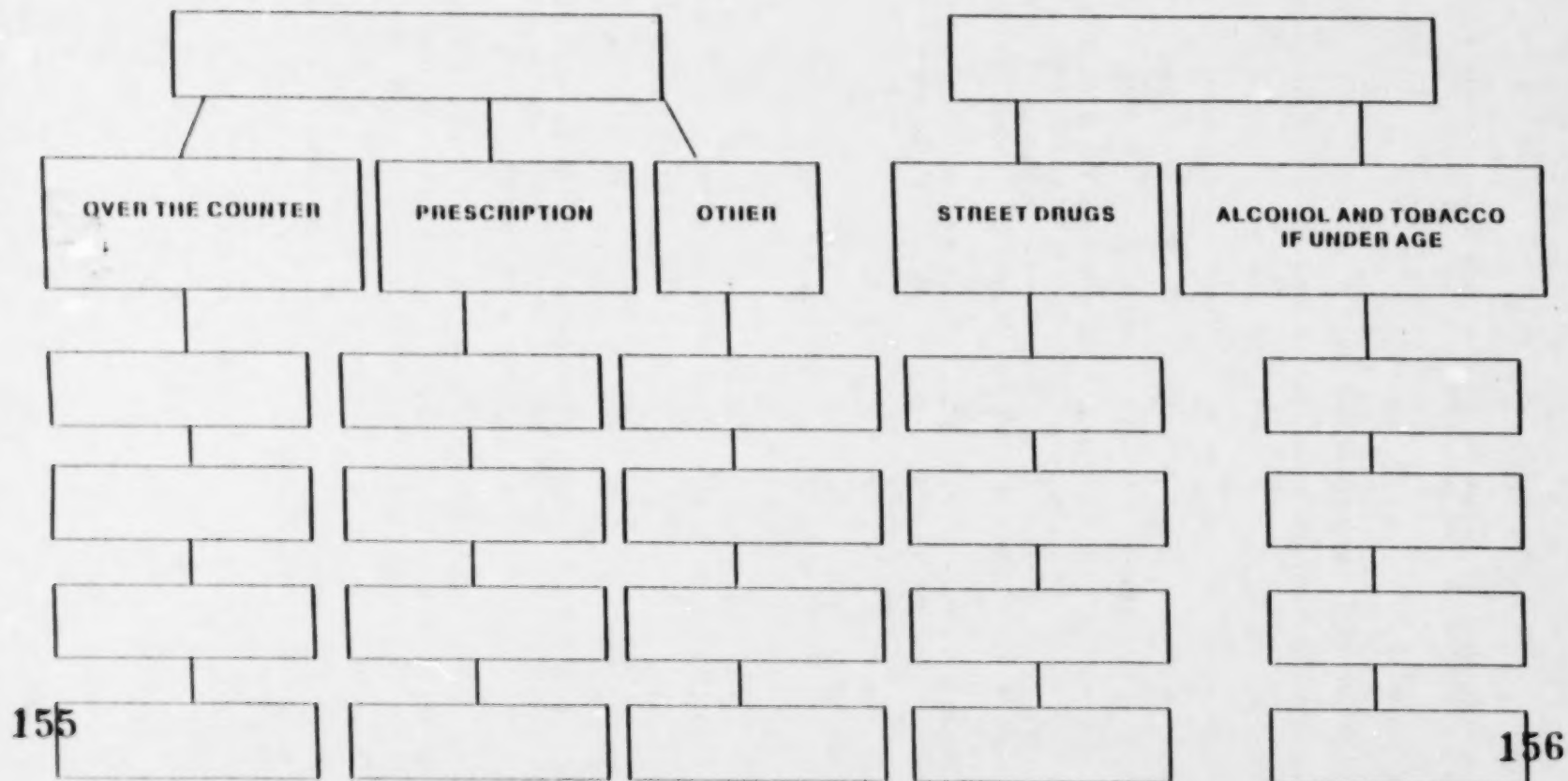
Point out that legal drugs include two groups of medicines: Medicines bought at a drug or other store (*over-the-counter medicines*); and medicines prescribed by a doctor for a specific individual (*prescription medicines*).

Point out that other examples of legal drugs include alcohol when used by persons age 21 or older and tobacco when used by persons 18 or older. Caffeine, found in coffee, tea, cola, cocoa and other substances, is another example of a drug that is legal.

NOTE: It may be helpful to bring in empty bottles of prescription and over-the-counter medicines to show to students.

DRUGS - STUDY GUIDE

A drugs . . .



LESSON 23**OBJECTIVE**

1. Know that a family is made up of people who care about you and help you to grow.



Tell students, "Today we will talk about, 'What is a family?' As you know, everyone's family is different. A family could include one parent, two parents, foster parent(s), grandparent(s), sibling(s), step-sibling(s), aunt(s), uncle(s), etc. One thing all families have in common is that they are made up of people who care about you and help you to grow. What type of people make up a family? (*People who care about you and help you to grow.*) Let's make a quick sketch of our own families."

Distribute paper and markers or crayons. Each student should draw and label the members of their family. The teacher should also prepare a family sketch. This activity should only take 5-10 minutes.

When completed, have students share their sketches and identify their family members if they wish. Tell students, "As you can see, everyone's family is different. Remember, all families have one thing in common. They are made up of people who care about you and help you to grow."

Post sketches in the classroom or have students place in their Future Quest folders for use in the next lesson.

LESSON 24**OBJECTIVES**

1. Describe uses of medicines.
2. Discriminate between "over-the-counter" and "prescription" drugs.



NOTE: Before class, teacher may wish to list the three uses for medicines on chalkboard, overhead transparency, or poster (see table below, **MEDICINES**).

ACTIVITY

"Yesterday we talked about legal drugs which include medicines. Today we will talk specifically about medicines and why people use medicines."

MEDICINES

Medicines are drugs used to :

1. cure disease and illness, or kill germs
2. fight pain or other symptoms of illness
3. help prevent health-related problems

Medicines can be obtained from doctors, prescribed by doctors (prescription drugs), or bought at drug stores without a doctor's prescription ("over-the-counter" medicines). Prescription drugs must be used only by the person for whom they are prescribed. It is not legal for someone else to use them.

CHECK-UP QUESTIONS

Who can name one reason why people use medicines? (*cure disease and illness, or kill germs; fight pain or other symptoms of illness; help prevent health-related problems*) **NOTE:** Elicit all three reasons listed above. If students do not know all three, re-teach the list.

What are two ways of obtaining medicine? (*given or prescribed by doctors; bought over-the-counter at a store*)

LESSON 24**OBJECTIVE**

1. Identify one's role in the family.



Refer to students' family drawings from the previous lesson and restate the idea that a family is made up of people who care about you and help you to grow.

Have each student recognize their role in the family by saying, "Every member of a family has a role in their family. Part of the role you have is being a student and going to school. Another role you might have includes the responsibilities you have around your house. For example, playing with a younger sibling, taking out the trash, cleaning your room, preparing your own snacks. Think of at least two responsibilities you have in your family. If you do not have a specific responsibility, name two responsibilities you could perform."

Have students write these responsibilities on the back of their picture or simply share them verbally. Emphasize that each person's role in the family, including their own, is important and that family members help each other out in many ways, big and small.

LESSON 25**OBJECTIVE**

1. Review the meaning of "over-the-counter" and "prescription" drugs.



Distribute students' copies of DRUGS-STUDY GUIDE collected in earlier lesson.

On the study guide:

1. Instruct students to find the box marked LEGAL and then look beneath to find the boxes marked "Over-the-Counter," "Prescription," and "Other."

Review the difference between drugs obtained over-the-counter and by prescription. The category "Other" includes any other legal drugs. Again, mention caffeine as an example of "other legal drugs."

2. Ask students for specific examples of both over-the-counter and prescription drugs. Have students list these examples in the appropriate spaces on the study guide.

SUGGESTED ACTIVITY

Provide students with several copies of magazines. Have students locate and cut out pictures of drugs, legal and/or illegal. These can include drugs such as alcohol and tobacco which are legal for some individuals but illegal for their age group.

Pictures can then be used to discuss the various drugs and whether they are legal or illegal (and illegal for whom).

LESSON 25**OBJECTIVE**

1. Recognize that family members' are often affected by one another's behavior.



NOTE: Before class, prepare index cards to be used in lesson. Using the list below, write one situation on a card.

Review topic of previous lesson, "Remember, each person has a role in the family. Family members help each other out in many ways, big and small."

Point out that the behaviors, both good and bad, of one family member often affect the other family members. Provide an example. (Suggestion: An older brother is supposed to make dinner every day during the week. Usually he had dinner ready every night by 6:30, but ever since he has had his new girlfriend, he's been coming home really late, and dinner isn't ready until 8:00. This messes up the whole family's schedule and everyone gets hungry and cranky. On the other hand, the brother is happier and easier to get along with. There aren't so many arguments at home anymore.)

Distribute "Situation" card to individual students. Call on one student at a time and give the following instructions.

"Read the card aloud. Tell who might be affected in that situation and how." Assist students in identifying who might be affected and in what ways. Discuss how changes, good and bad, in one family member tend to affect the other members.

SITUATIONS

- Dad wins a million dollar lottery.
- Mom gets a great new job. Her new job is in another state.
- Grandpa hurt his hip. He needs help to move around.
- Older brother starts college. He moves out of home to live in the college dorm.
- Older sister starts hanging around with people who use drugs. She gets into a lot of trouble at home and school. Your parents are really upset.
- Your grandma bought a car. She said she can take you places after school and on weekends.

LESSON 26**OBJECTIVE**

1. Know that people take illegal drugs to change the way they feel.

NOTE: Before class, list on chalkboard, poster, or overhead transparency the facts found in box titled "Illegal Drugs."

Tell students, "Now we will talk about illegal drugs. Before we fill in anything else on the study guide, let's learn some important points about illegal drugs." Refer to list, **ILLEGAL DRUGS** on poster/chalkboard/overhead.

ILLEGAL DRUGS

1. People use illegal drugs to change how they feel.
2. It is against the law to take or to sell illegal drugs.
3. Street drugs are illegal.
4. Street drugs include marijuana, cocaine, crystal, and others.
5. Tobacco and alcohol are drugs that are illegal for persons under age 18 and 21.
6. It is illegal to use someone else's prescription medicine.

Show students illustrations or photographs of illegal drugs using a drug chart, drug guide poster, or drug kit.

CHECK-UP QUESTIONS

Joe's mom is 36 years old. Is it legal for her to drink wine? *(yes)*

Is it legal for her to smoke marijuana? *(no)*

Veronica is 19 years old. Is it legal for her to smoke cigarettes? *(yes)*

Is it legal for her to buy beer? *(no)*

Tom is 11 years old. Is it legal for him to chew tobacco? *(no)*

Is it legal for him to drink wine coolers? *(no)*

Marie has a bad cold. She wants to use her sister's prescription medicine. Is it legal for her to use the medicine prescribed for her sister? *(no)* Why or why not?

Edward is 76 years old. Is it legal for him to use cocaine? *(no)*

Is it legal for him to use crystal? *(no)*

Do people use illegal drugs because they are sick? *(no)*

Why do they use illegal drugs? *(to change the way they feel)*

NOTE: If students make one or more incorrect response, re-teach the difference between legal and illegal drug use.

Tell students, "Everyone, find the box on your study guide marked **ILLEGAL**. As you can see on your guide, illegal drugs include street drugs and alcohol and tobacco products if you are under age. What are some examples of street drugs? Of alcohol and tobacco products? Let's write these down on our study guides."

LESSON 25**HANDOUT****ILLEGAL DRUGS**

1. People use illegal drugs to change how they feel.
2. It is against the law to take or to sell illegal drugs.
3. Street drugs are illegal.
4. Street drugs include marijuana, cocaine, crystal, and others.
5. Tobacco contains the drug nicotine. It is illegal for persons under age 18 to purchase tobacco products..
6. Alcohol is a drug. It is illegal for persons under age 21 to purchase alcohol.
7. It is illegal to use someone else's prescription medicine.

LESSON 25**OBJECTIVES**

1. Know the meaning of the term *chemically dependent*.
2. Describe ways chemical dependency can affect family members.



NOTE: Before class, teacher will need to prepare a poster listing, **WAYS CHEMICAL DEPENDENCY CAN AFFECT FAMILY MEMBERS** (see table below.)

Tell students, "Remember how we learned that one person's behavior often affects the rest of the family in some way. This is true when there is a member of the family who is chemically dependent. Chemically dependent means addicted to any drug, including alcohol. What does chemically dependent mean?" (*addicted to any drug, including alcohol*)

WAYS CHEMICAL DEPENDENCY CAN AFFECT FAMILY MEMBERS

Family Members often:

- blame themselves for the person's chemical dependency.
- feel embarrassed and stop bringing friends home.
- feel scared because they never know how the person with chemical dependency will feel or act.
- feel angry because the person with chemical dependency breaks promises.
- feel lonely because they hide the problems from others.
- can get help for themselves.

Refer students to poster and have students take turns reading aloud each item. Briefly discuss each item, emphasizing that these are normal, common feelings experienced by family members (children, teenagers, and adults) who have a family member who abuses alcohol or other drugs.

Tell students, "In the next lesson, we will learn important things a person should know if a family member is chemically dependent."

LESSON 26**OBJECTIVE**

1. Discriminate between legal and illegal drug use.



NOTE: This exercise is meant as a quick review of legal vs. illegal drug use.

Before class prepare index cards for a review game. You will need two cards for each student: one card with the word **LEGAL** written on it and one card with the word **ILLEGAL** written on it.

Give students the following instructions for the game.

"Today we will review the difference between legal and illegal substances. Listen as I read a list of items. After each item, decide if it is legal or illegal. If it is legal, hold up the card marked **LEGAL. If it is illegal, hold up the card marked **ILLEGAL**."**

Read this list of substances:

1. Marijuana (*illegal*)
2. Beer if you are under 21 years old (*illegal*)
3. Cocaine (*illegal*)
4. Wine if you are under 21 years old (*illegal*)
5. Flintstone vitamins (*legal*)
6. Penicillin taken by the same person for whom it was prescribed (*legal*)
7. Tylenol (*legal*)
8. Chewing tobacco if you are under 18 years old (*illegal*)
9. Dristan cold medicine (*legal*)
10. Cigarettes if you are under 18 years (*illegal*)

NOTE: If students make two or more incorrect responses, re-teach the descriptions of legal and illegal drugs (see Knowledge About Drugs Unit, Activity 1)

Using Life Facts Teaching Pictures #3 & #4, discuss how illegal drugs are usually obtained. Stress the dangerous way street drugs are made.

"Street drugs are illegal because they are dangerous. They are made secretly in people's homes or brought in from other countries. No one knows for sure what people put in them. They have no labels guaranteeing their safety or purity. The people who sell them want to make money. They do not care that they are dangerous to those who use them."

TRUE FACTS BOX

Kevin and his wife Mary Ann used cocaine several times a week. They would get high from cocaine, usually in their home. One day shortly after snorting cocaine, Kevin had a heart attack. He died on their living room floor.

They had used cocaine many times before. This time was different. Why? No one really knows for sure. There could have been something mixed in with the cocaine. You cannot be sure what you are getting when you buy cocaine or any other street drugs. You can never know the purity (what other chemicals have been mixed into the drug) or the potency (how strong the drug is).

The people who sell drugs are doing it to make money. They don't care if the drug is safe to use. Sometimes, they mix (cut) in substances so they have a larger amount to sell. Some of the substances used to mix in (or "cut") cocaine are harmful to the user. Examples of substances used to mix cocaine are: "speed" (amphetamines), baking soda, aspirin, baby powder, mannitol (a baby laxative). These substances can be very harmful to your sinuses, respiratory system, and your other bodily systems.

Carol used heroin on a regular basis. She always used the same amount. One day she injected her "regular" dose. She didn't know that the heroin was more potent (stronger) than what she usually used. The drug dealer didn't tell her and she had no way to check the potency. After shooting up, her breathing slowed down. Soon after her heart stopped. Carol died from an overdose.

LESSON 26**OBJECTIVES**

1. Know the FOUR C'S for dealing with a family member's Chemical Dependency: You did not cause it; You cannot control it; You cannot cure it; You can learn to cope.
2. Recognize the importance of getting help for yourself if someone in your family is abusing drugs.



Refer students to poster discussed in previous lesson, **WAYS CHEMICAL DEPENDENCY CAN AFFECT FAMILY MEMBERS**. Briefly review.

Tell students, "If someone in a person's family is chemically dependent, it is very important that the person takes care of him/herself so he/she can lead a happy life. It is also important to know the **FOUR C's FOR DEALING WITH CHEMICAL DEPENDENCY IN THE FAMILY**."

Distribute copies of the handout, **THE FOUR C's**. Read each item aloud and have students repeat after you. Explain each item as necessary. Do your students understand the terms cause, control, cure, cope? If not, spend time defining these terms as they relate to the four C's. Provide as much practice and explanation needed to teach these four statements.

The teacher may choose to post **THE FOUR C's** in the classroom.

LESSON 26**HANDOUT****THE FOUR C's
FOR DEALING WITH CHEMICAL DEPENDENCY IN THE FAMILY****1. You did not CAUSE it.**

An addiction to alcohol or any other drug causes the person's drug problem. He/she abuses the drug because they have an addiction, not because you got a bad report card, misbehaved, or did something else you think might be "wrong."

2. You cannot CONTROL it.

Throwing away or hiding bottles of liquor or drugs usually does not prevent the person from drinking or using other drugs. He/she can always go out and buy more. The only person who can control the drug problem is the person who is using the drug. But, controlling drug use will be very difficult for the person to do..

3. You cannot CURE it.

We cannot make other people change no matter how much we would like to. The only person who can make the drug problem better is the person who is using the drug. The person must get help to stop drinking or using other drugs. He/she can get help from Alcoholics Anonymous, a doctor, a counselor, or a hospital.

4. You can learn to COPE.

Coping with a problem means handling the problem in a healthy way. Coping with a problem won't always make the problem go away, but it makes the problem easier to live with. We all need to have positive, healthy ways to cope with problems rather than seeking harmful, addictive ways to escape from our problems.

LESSON 27**OBJECTIVE**

1. Identify safe and unsafe practices for taking medicines.



"Any drug or medicine, even aspirin, can be harmful if taken carelessly. Today we will learn about safe practices for taking medicines."

Distribute handout, **TAKING MEDICINES SAFELY**. Read each item aloud and have students repeat after you. Use the model-prompt-check procedure to teach each of the four rules for taking medicines safely.

Teacher may wish to have students memorize a key term from each of the four rules (Check, Label, Directions, Children).

TAKING MEDICINES SAFELY

1. Always **check** with your parent or doctor before taking any medicine.
2. Take only medicine with a proper **label**.
3. Carefully follow the **directions** on the label.
4. Keep all medicines out of reach of **children**.

UNSAFE PRACTICES

1. Taking medicine without checking with parent or doctor.
2. Taking medicine that has no label on the container.
3. Taking another person's prescription medicine.
4. Not following directions on the label.

Distribute copies of handout, **READING MEDICINE LABELS**, and instruct students to keep their handout face down until they are told to turn it over. Assign partners.

Give students the following instructions. **"We are going to play a 'Beat-the-Clock' game to practice reading medicine labels. When I say go, turn your handout over. Read each medicine label carefully and answer the questions. It is okay for you and your partner to help each other answer the questions. When I say 'Stop,' stop writing, and turn your paper over."**

Set a timer for 3-5 minutes, depending upon the abilities of the students. When time is up, have students read their answers aloud. If students missed any questions, review those examples as a class.

LESSON 27

HANDOUT

**READING MEDICINE LABELS**

Answer the following questions for each label.

1. What is the name of the medicine?
2. What is the correct dosage for someone your age?

Alka-Seltzer Plus Cold Medicine LIFT TAB TO OPEN

INDICATIONS: Provides symptomatic relief of these major symptoms of colds and flu:
 Runny nose and sneezing Sore throat
 Fever and chills Headache

RECOMMENDED DOSAGE: ADULTS: Take 2 tablets with DESIGN 12 in 4 ounces of water every 4 to 6 hours as needed. **WARNING:** Children and teenagers should not use this medicine for chronic use or for symptoms before a doctor is consulted about these symptoms. A dose less than 1 tablet every 4 to 6 hours is accompanied by high fever, headache, nausea or vomiting, stomach or intestinal problems, or with any other signs of illness or symptoms of poisoning. Consult a doctor and the advice of a health professional before using this product.

EXTRA-STRENGTH TYLENOL

Extra-Strength **TYLENOL**® Gelcaps are solid capsule-shaped tablets. Gelcaps are coated with smooth gelatin and are one-third smaller than capsules, so they are easier to swallow.

Extra-Strength **TYLENOL**® Gelcaps: For temporary relief of minor aches, pains, headaches and fever.

DOSAGE: Adults: 2 gelcaps 3 or 4 times daily. No more than a total of 8 gelcaps in any 24-hour period. Severe or recurrent pain or high or continued fever may be indicative of serious illness. Under these conditions, consult a physician.

1. _____
2. _____

1. _____
2. _____

EX-LAX

INDICATIONS: For relief of occasional constipation (hard stools).

DIRECTIONS: Take EX-LAX as directed on label.

Dosage: Adults: _____ Children 12 to 17 years: _____

1. _____
2. _____

new vicks Pediatric FORMULA

DIRECTIONS: SHAKE WELL BEFORE USING. Measure twice to accurately measure medicine into dosage cup provided.

Dosage:

Age	Single Dose	Frequency
Under 2 yrs.	under 1/2 tsp.	4 times a day
2-5 yrs.	1/2 to 1/4 tsp.	4 to 6 times a day
6-11 yrs.	1/4 to 1/2 tsp.	4 to 6 times a day
12 yrs. and over	1/2 tsp. and over	4 to 6 times a day

1. _____
2. _____

LESSON 27**HANDOUT****TAKING MEDICINES SAFELY**

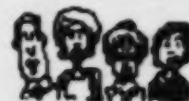
- Always check with your parent or doctor before taking any medicine
- Take only medicine with proper labeling.
- Carefully follow the directions on the label.
- Keep all medicines out of reach of children.

UNSAFE PRACTICES

- Taking medicine without checking with parent or doctor.
- Taking medicine that has no label on the container.
- Taking another person's prescription medicine.
- Not following directions on the label.

LESSON 27**OBJECTIVE**

1. List ways to take care of oneself when there is chemical dependency in the family.



Have students take out their copies of the FOUR C's and briefly review.

Tell students, "Remember that it is important to take care of yourself if there is chemical dependency in your family. Let's look at these pictures to see how some children took care of themselves."

Show illustrations, TAKING CARE OF MYSELF #1-4, and describe the following key points.

**TAKING CARE OF YOURSELF
WHEN THERE IS CHEMICAL DEPENDENCY IN THE FAMILY**

- REMEMBER THE **F**OUR C'S.

Tell myself the FOUR C'S everyday.

- DO SOMETHING **F**UN EVERYDAY!

If I'm always worrying about the person with the drug problem, I won't have time to be a kid.

- TAKE CARE OF MY **B**ODY.

Eat good foods. Get plenty of sleep. Exercise everyday!

- **T**ALK TO SOMEONE I TRUST ABOUT MY FEELINGS.

This could be a teacher, a counselor, or another adult I trust. It might also be people who have similar problems in a support group such as Alotots (for children) or Alateen (for teenagers).

LESSON 27

HANDOUT



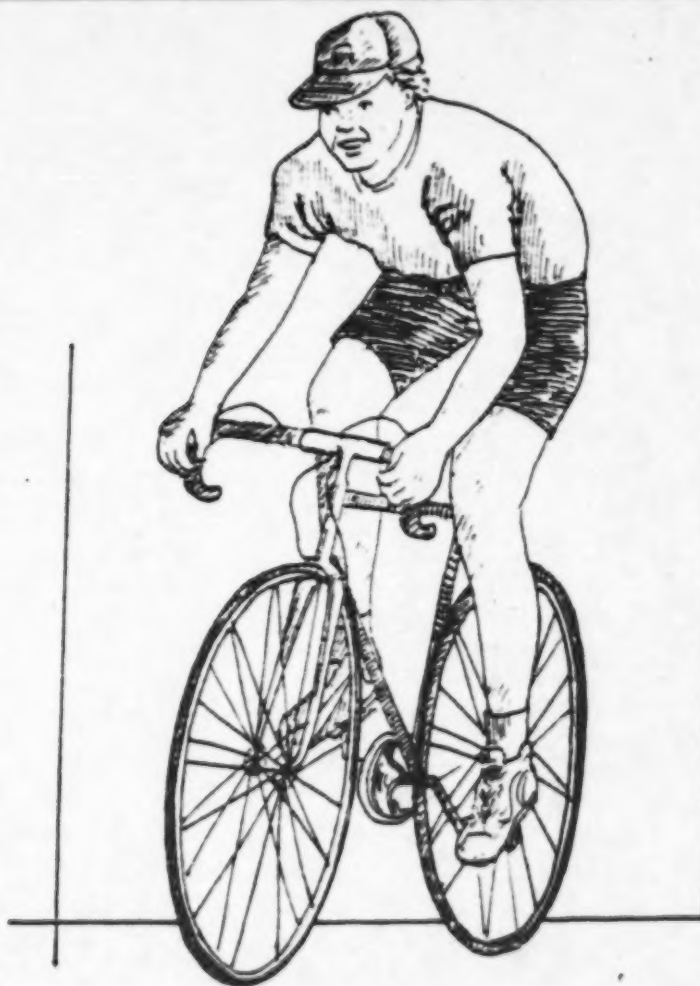
**TAKING CARE OF MYSELF
WHEN THERE IS CHEMICAL DEPENDENCY IN THE FAMILY**



1. **REMEMBER THE FOUR C'S.**
Tell yourself the FOUR C'S everyday.

LESSON 27**HANDOUT**

**TAKING CARE OF MYSELF
WHEN THERE IS CHEMICAL DEPENDENCY IN THE FAMILY**



2. DO SOMETHING FUN EVERYDAY!

If I'm always worrying about the person with the drug problem, I won't have time to be a kid.

LESSON 27**HANDOUT**

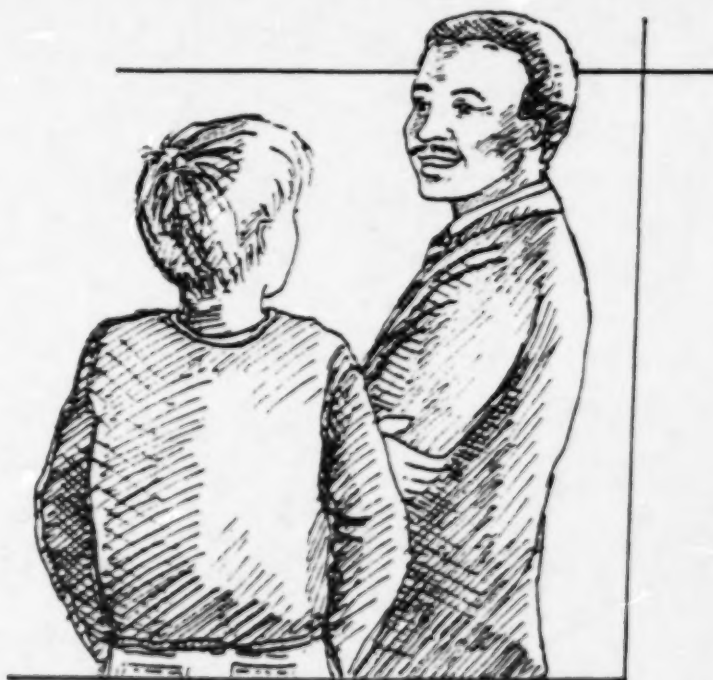
**TAKING CARE OF MYSELF
WHEN THERE IS CHEMICAL DEPENDENCY IN THE FAMILY**



3. **TAKE CARE OF MY BODY.**
Eat good foods. Get plenty of sleep. Exercise everyday!

LESSON 27**HANDOUT**

**TAKING CARE OF MYSELF
WHEN THERE IS CHEMICAL DEPENDENCY IN THE FAMILY**



4. **TALK TO SOMEONE I TRUST ABOUT MY FEELINGS.**
This could be a teacher, a counselor, or another adult I trust. It might also be people who have similar problems in a support group such as Alatot or Alateen.

LESSON 28**OBJECTIVES**

1. Recognize that advertisements for alcohol and tobacco products make it appear that their use makes one attractive and happy.
2. Recognize that advertisements for alcohol and tobacco products do not show the negative effects of their use.



NOTE: Before class, collect three or more magazine ads for alcohol or tobacco products. Have ready several copies of magazines for students to use in the final task.

ACTIVITY

Ask students, **"What do you think is the number one killer of young people in the United States between the ages of 15 and 24?"** The answer is alcohol. More young people die because of alcohol-related accidents or suicides than from any other cause.

"Let's look at these ads for alcohol products. Do these ads make alcohol use look dangerous? How do the people appear in this ad?" (*happy, attractive, active*) **"Even though alcohol use has been proven to be related to so many deaths, ads in television, magazines, and on billboards show these products being used by people who look very healthy, happy, and social."**

"Who pays for these ads?" (*the alcohol or tobacco company*) **"What do the companies want you to think about their alcohol or tobacco products?"** (*that it makes you happier, more attractive, popular, grown-up, confident*) **"Does this ad show any bad effects of alcohol/tobacco?"** (*probably not*)

"If these ads showed some of the bad effects of alcohol/tobacco what might they show?" (*Alcohol - someone acting stupid and embarrassing others, someone hung over and throwing up; Tobacco - someone with stained teeth and fingers from tobacco, someone sick from lung cancer*)

NOTE: Designate a time limit for the following task. Five to ten minutes is suggested.

Provide students with several copies of magazines and challenge them to find advertisements for alcohol or tobacco that actually indicate possible negative effects of its use, e.g., Surgeon General's Warning on tobacco products.

LESSON 28**OBJECTIVES**

1. Review ways to take care of oneself when there is chemical dependency in the family.

**ACTIVITY**

To review key points of previous lesson, guide students in completing handout, **TAKING CARE OF MYSELF WHEN THERE IS CHEMICAL DEPENDENCY IN THE FAMILY - REVIEW SHEET**.

NOTE: For use with students with low reading levels, teacher may wish to first read each statement aloud, have students verbally respond with the missing word, and then have students record the correct response on their handouts.

LESSON 28**HANDOUT**

**REVIEW SHEET
TAKING CARE OF MYSELF
WHEN THERE IS CHEMICAL DEPENDENCY IN THE FAMILY**

DIRECTIONS: Fill in the blank with the correct word.

1. REMEMBER THE FOUR C'S.

Tell _____ the FOUR C'S everyday.

2. DO SOMETHING _____ EVERYDAY!

If I always worry about the person with the drug problem, I won't have time to be a kid.

3. TAKE CARE OF YOUR _____.

Eat good _____. Get plenty of sleep. Exercise everyday!

4. _____ TO SOMEONE I TRUST ABOUT MY FEELINGS.

This could be a teacher, a counselor, or another adult I trust. It might also be people who have similar problems in a support group such as Alatot (for children) or Alateen (for teenagers).

LESSON 20**OBJECTIVE**

1. Recognize that advertisements for alcohol and tobacco products hide the negative effects of alcohol and tobacco use.

**ACTIVITY**

Review key points from previous lesson by again showing students the magazine ads depicting tobacco and alcohol products. Review what these ads want the reader to think about tobacco and alcohol.

Discuss how to deal with the numerous ads for alcohol and tobacco that we see everyday.

"When you see an advertisement for tobacco or alcohol, remember that the company wants you to think the product will help make your life better in some way. They want you to buy the product. You should make your own decision based on true information on the effects of the product. What should you base your decision on? *(the true effects of the products)*. Over the next several lessons we will be learning about the true effects of these products."

"Remember in the previous lesson you answered the question, 'If ads for tobacco or alcohol showed the bad effects of tobacco/alcohol use, what would the ads look like?' Today, let's make up our own ads showing the possible bad effects of alcohol or tobacco."

NOTE: Designate a time limit for the following activity. Ten to fifteen minutes is suggested.

Distribute paper and crayons or markers. Assist students in identifying negative consequences of alcohol or tobacco use to depict in their ads. Encourage students to write captions or slogans for their ads. Post students' "ads" in the classroom for future reference.

LESSON 29**OBJECTIVES**

1. Know when to get help when there is chemical dependency in the family.
2. Identify sources of help for family members with chemical dependency.



NOTE: Students may feel unsure about when it is appropriate or necessary to seek help for themselves regarding their feelings about chemical dependency in the family. It may be helpful for students to obtain a kind of unofficial "permission" to seek help through knowing the following basic guidelines.

"Many children have family members that abuse drugs. Often this causes problems and unhappy feelings for the child. They may not know what to do about it or if they should get help. *It is a good idea to talk to someone you trust if the chemical dependency makes you feel unsafe, worried, angry, or uncomfortable in any way.*"

"If there is chemical dependency in your family, when is it a good idea to talk to someone you trust?" (*when it makes you feel unsafe, worried, angry, or uncomfortable in any way*)

Guide students in completing handout, WHERE TO TURN. Encourage students to fill in all blanks.

Tell students, "Everybody, find the heading at the bottom of the page marked OTHER. On this line write the word, Alotots. Alotots is the name of a group of elementary and middle school children who have a similar problem. The problem they all share is having a chemically-dependent person in their family. It could be a parent, brother, sister, grandparent, or other relative. Teenagers have a similar group called Alateens. There is also a support group for adults. The name of the group for adults is Al-Anon. Later we will learn how to find out about Alotot Meetings."

Have students store handout in their Future Quest folder for future use.

LESSON 29**HANDOUT****WHERE TO TURN**

DIRECTIONS: List below the names and phone numbers of people that you trust and to whom you could talk. Keep this list in your Future Quest folder.

NAME**PHONE NUMBER****FRIEND** _____**PARENT** _____**TEACHER** _____**COUNSELOR** _____**SCHOOL
NURSE** _____**DOCTOR** _____**CLERGY MEMBER** _____**RELATIVE** _____**OTHER** _____

LESSON 30**OBJECTIVES**

1. Know that tobacco use is illegal for anyone under age 18 in California, as well as the majority of other states.
2. Identify common tobacco products.
3. Name the addictive drug in tobacco (nicotine).



NOTE: In this lesson, students will be learning key facts about nicotine listed in the table, NICOTINE, below. Before class, teacher may choose to list these facts on chalkboard, overhead transparency, or poster.

"Today we will learn about tobacco products and nicotine, the addictive drug in tobacco. Remember, tobacco use is illegal for anyone under the age of 18 in California." (In the majority of states, eighteen is the legal age for tobacco use and purchase. There is currently legislation before the United States Congress to make eighteen the legal age to use and purchase tobacco throughout the country.)

CHECK-UP QUESTIONS

- ☐ Is it legal for you to buy cigarettes? (*no, unless age 18 or older*)
- ☐ Is it legal for you to buy cigarettes for someone else to smoke? (*no*)
- ☐ Is it legal for you to buy or use chewing tobacco? (*no, unless age 18 or older*)
- ☐ Is it legal for you to buy or use cigarettes if you look 18 years old? (*no, you must be 18 or older*)

Ask students to name the four common tobacco products (cigarettes, cigars, pipes with tobacco, and chewing tobacco). Stress that chewing tobacco, even though it is chewed not smoked, is a tobacco product.

On the chalkboard write the sentence, **"Nicotine is the addictive drug found in tobacco."** Have students read the sentence aloud with you.

NICOTINE

1. Nicotine is addictive. (Addictive means it is habit-forming. When a person is addicted to a substance, he craves that substance.)
2. Nicotine is found in all tobacco products.
3. Nicotine can lower one's resistance to illness such as colds and flu.
4. Nicotine use can lead to serious health problems.
5. Nicotine addiction is very hard to break.

CHECK-UP QUESTIONS

- ☐ What drug is found in tobacco products? (*nicotine*)
- ☐ Is nicotine found in chewing tobacco? (*yes*)
- ☐ Is nicotine found in cigars? (*yes*)
- ☐ Is nicotine found in menthol cigarettes? (*yes*)
- ☐ Is nicotine found in low tar cigarettes? (*yes*)
- ☐ Why do some people use tobacco when they know it's bad for their health?
(*answers may vary - they are addicted to the nicotine, a nicotine habit can be very difficult to break*)

"In the next lesson, we will learn what tobacco use does to your body."

LESSON 30**OBJECTIVE**

1. Practice asking for help from a trusted adult for problems related to family chemical dependency.



Tell students, "Yesterday you made a list of people you could talk to if you currently have, or have in the future, a problem with chemical dependency in your family. Sometimes people (even adults!) feel nervous about getting help because they don't know what to say to the person. Today, we will practice asking for help."

"Listen carefully. I will pretend that I am a student who has a parent or sibling who abuses drugs. I decided to talk to a trusted adult about my feelings. I have decided to talk to a counselor I know at my school. First, I thought about the steps I learned for the skill, 'Asking for Help,' then I wrote down what I would say."

Me: Hi, Mr. Jones. I would like to talk to you about some problems I am having at home. It's important. Is this a good time to talk with you?

Mr. Jones: Yes, Now is fine.

Me: Good, thanks.

Have students take turns practicing a similar scenario. The trusted adult need not be school personnel, it could be a friend of the family. Practice scenarios should be quick rehearsals of the previously learned skill, "Asking for Help."

LESSON 31**OBJECTIVE**

1. Describe the physical effects of tobacco use.



NOTE: Teacher may wish to supplement this lesson with commercially prepared visual aids depicting the effects of tobacco use to internal organs.

"Many, many problems can be associated with tobacco use. Some physical problems that may arise are: lung cancer; high blood pressure; constriction of blood vessels; heart disease; emphysema; less oxygen to the brain; carbon monoxide in the bloodstream; mouth and throat cancer; and, if the tobacco user is pregnant, possible damage to the fetus. Another problem with tobacco use is addiction. For most tobacco users, addiction to nicotine, the drug in tobacco, is very difficult to break."

A SMOKING MACHINE. An experiment demonstrating the effects of smoking.
Materials needed: a large, empty liquid-detergent bottle with cap, cotton balls, 3-inch long tube (same diameter as cigarette), small amount of modeling clay, matches, one cigarette.

INSTRUCTIONS: Make sure the bottle is clean. Cut a hole in the cap. Insert tube in hole (one end extends into bottle, other end sticks out above the cap). Use clay to seal the hole around the tube, so nothing escapes. Place cotton balls inside bottle and screw cap back on. Press sides of bottle to force air out. Place cigarette in protruding end of tube and light with match. Pump bottle slowly, steadily. When the cigarette has burned, open bottle and show students the cotton balls.

What do the cotton balls look like?
 What does smoking do to your lungs?
 What does smoking do to your body?

cigarette

tubing

clay

smoke

bottle

cotton balls

LESSON 31**OBJECTIVE**

1. Describe ways chemical dependency can affect family members and identify healthy ways to cope.



NOTE: The next several lessons revolve around the book, I Can Talk About What Hurts. This book was chosen to illustrate and reinforce key concepts relating to the possible effects chemical dependency has on the family by exposing students to experiences of other children.

Tell students, "Remember how we have been learning that when a family member has an alcohol or other drug problem, the rest of the family is often affected. We have also learned how family members can take care of themselves when someone they love has a drug problem. Listen as I read from this book, I Can Talk About What Hurts. This is a book for kids in homes where there is chemical dependency."

Suggested Pages To Cover in Lesson 10: *About the People Who Created This Book*, and pages 2-5, *About Addiction*; *About Alcohol*.

In each of the next several lessons, the teacher:

- **Reads aloud to students a few pages from I Can Talk About What Hurts.**
Teacher chooses how much will be read during each lesson, depending upon the amount of discussion generated and level of students' attention. Suggested pages to cover each lesson are listed for each of 10 days. These are suggestions only. Teacher may find the material can be covered more quickly or will need more time.
- **Asks teacher-generated questions as needed to ensure understanding and keep students on-task.**
Teacher may choose to ask a question after each paragraph or two to check student understanding and keep students on-task.
- **Reiterates key concepts as they appear in the text.**
Should include common ways an individual is affected when a family member is chemically-dependent and healthy ways to cope. Refer again to the following material:
 - A) Ways Chemical Dependency Can Affect Family Members, Lesson 25
 - B) The Four C's For Dealing with Chemical Dependency in the Family, Lesson 26
 - C) Taking Care of Myself When There is Chemical Dependency in the Family, Lesson 27

LESSON 32**OBJECTIVE**

1. Review key facts about tobacco use.

**ACTIVITY**

Students will review facts about tobacco use by playing a review FACT GAME.

Guide students in playing the FACT GAME using the list of questions below and teacher directions on next page.

QUESTIONS FOR FACT GAME ON TOBACCO USE

1. A chemical substance that causes changes in the body or mind or in both is a _____ (drug)
2. True or False. Nicotine is found in all tobacco products. (True)
3. Name two common tobacco products. (cigars, cigarettes, pipes, chewing tobacco)
4. True or False. Smoking cigarettes is legal if you are 16 years old. (False)
5. What is the addictive drug in tobacco? (nicotine)
6. True or False. Nicotine can lower one's resistance to illness such as colds and the flu. (True)
7. People take illegal drugs to change the way they _____ (feel)
8. True or False. It is safe to take medicine that has no label on the container. (False)
9. True or False. It is against the law to take or to sell illegal drugs. (True)
10. Name two illegal drugs. (marijuana, cocaine, crack, heroine, others)
11. Name one reason why people use medicines. (illness, to kill germs)
12. True or False. One reason why street drugs are dangerous is because no one knows for sure what people put in them. (True)

TEACHER DIRECTIONS FOR FACT GAMES

Materials Needed:

1. One pair of dice.
2. Set of questions for the designated topic. (See "Questions for Fact Game" included in this curriculum.
3. A clock or watch if game is to be timed.
4. Paper and pencil or chalkboard for recording points earned.

Object of the game.

The object of the game is to either:

- A. Be the player with the highest number of points at the end of the pre-determined time limit (10 minutes is suggested); OR
- B. Be the first player to earn 10 points by correctly answering 10 review questions.

Before starting the game.

- Decide which of the two criteria above will be used to determine the winner.
- If desired, designate a student "leader" to present the questions throughout the game. This student may also take a turn as a regular player.
- Create a point sheet listing each player's name with space for points earned during the game and, if desired, designate a student scorekeeper.
- Determine what player has the first turn. Each player rolls the dice. Player with the highest number goes first. If two or more players have the same number, repeat until one player rolls a higher number.
- Remind players to listen carefully when other players attempt to answer a question. If the player answers incorrectly, the "leader" will give the correct answer. This same question could be then be asked later in the game. A careful listener will know the correct answer!

Game Begins.

- Player #1 rolls the dice. Whatever number is rolled is the number of the question that player is asked.
- Teacher or designated student "leader" asks the corresponding question.
- Player answers questions. (Only one attempt is allowed.)
- If player gives the correct answer, he or she earns 1 point.
- If player gives an incorrect answer, the leader tells the group the correct answer. No points are awarded.

Continue procedure with players #2, #3, etc.

Game Ends.

The winner is determined when either:

- A. Time limit is up; or
- B. A player earns 10 points.

Congratulate all players for their efforts!

LESSON 32**OBJECTIVE**

1. Describe ways chemical dependency can affect family members and identify healthy ways to cope.



Suggested Pages To Cover in Lesson 11: Pages 6-10, *About Alcohol*; *About Other Drugs*; *How Addiction Hurts*.

In each of the next several lessons, the teacher:

- **Reads aloud to students a few pages from I Can Talk About What Hurts.**
Teacher chooses how much will be read during each lesson, depending upon the amount of discussion generated and level of students' attention. Suggested pages to cover each lesson are listed for each of 10 days. These are suggestions only. Teacher may find the material can be covered more quickly or will need more time.
- **Asks teacher-generated questions as needed to ensure understanding and keeps students on-task.**
Teacher may choose to ask a question after each paragraph or two to check student understanding and keep students on-task.
- **Reiterates key concepts as they appear in the text.**
Should include common ways an individual is affected when a family member is chemically dependent and healthy ways to cope. Refer again to the following material:
 - A) Ways Chemical Dependency Can Affect Family Members, Lesson 25
 - B) The Four C's For Dealing with Chemical Dependency in the Family, Lesson 26
 - C) Taking Care of Myself When There is Chemical Dependency in the Family, Lesson 27

LESSON 33**OBJECTIVE**

1. Identify the four common types of alcoholic beverages and define the drink equivalency of each.



NOTE: Teacher may wish to use actual samples of alcoholic beverage containers for this lesson. If so, you will need: a 5 oz. wine glass, a 12 oz. beer bottle or can, a 1 1/2 oz. shot glass, and a 12 oz. wine cooler bottle.

Ask students, **"What do you think is the #1 abused drug in the world? The answer is alcohol. Alcohol is a depressant. In other words, it slows down the central nervous system. Today we will talk about common alcohol products and how much of each product is equal to one 'drink'."**

Using Teaching Picture #1 (on the following page) or actual samples of containers, familiarize students with the four most common types of alcoholic beverages (beer, wine, hard liquor, and wine coolers) and the "drink" equivalency of each.

Ask students **"What type of drink is this?"** Have students name the four types and emphasize that ***despite the varying volumes of each beverage, each contains approximately the same amount of alcohol and constitutes one "drink."***

In addition, point out that many wine coolers and liquors taste sweet or fruity, or have a candy-like flavor, yet they do contain alcohol, are harmful, and are illegal for anyone under 21.



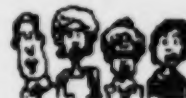
194

TEACHING PICTURE #1 ALCOHOLIC DRINKS
Each of the above equals one "drink."

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LESSON 33**OBJECTIVE**

1. Describe ways chemical dependency can affect family members and identify healthy ways to cope.



Suggested Pages To Cover in Lesson 12: Pages 10-12, *How Kids Feel About This*.

In each of the next several lessons, the teacher:

- **Reads aloud to students a few pages from I Can Talk About What Hurts.**
Teacher chooses how much will be read during each lesson, depending upon the amount of discussion generated and level of students' attention. Suggested pages to cover each lesson are listed for each of 10 days. These are suggestions only. Teacher may find the material can be covered more quickly or will need more time.
- **Asks teacher-generated questions as needed to ensure understanding and keeps students on-task.**
Teacher may choose to ask a question after each paragraph or two to check student understanding and keep students on-task.
- **Reiterates key concepts as they appear in the text.**
Should include common ways an individual is affected when a family member is chemically dependent and healthy ways to cope. Refer again to the following material:
 - A) Ways Chemical Dependency Can Affect Family Members, Lesson 25
 - B) The Four C's For Dealing with Chemical Dependency in the Family, Lesson 26
 - C) Taking Care of Myself When There is Chemical Dependency in the Family, Lesson 27

LESSON 34**OBJECTIVE**

1. Identify physical and personal consequences of alcohol abuse.



NOTE: When discussing the effects of alcohol or any other drug, emphasize that both physical and personal effects will vary depending upon the individual user. The effects experienced are not the same for every user. Teacher may wish to supplement this lesson with commercially prepared visual aids to depict the physical effects of alcohol use on internal organs.

Tell students, **"Alcohol abuse affects both one's body and one's personal life. Today, we'll talk about the effects of alcohol abuse on the body."**

Explain that alcohol use affects one's body including the brain, the liver, and the heart. These problems become worse with continued use of alcohol.

- Alcohol goes directly from the stomach into the bloodstream. It then goes to the brain and quickly changes the way the brain works. It can make people confused and not able to think. Alcohol can slow down the time it takes to respond to something. This makes driving a car extremely dangerous when drinking.

Use Teaching Picture #2 to illustrate that if a woman drinks alcohol when she is pregnant, the fetus can be damaged. Alcohol may cause babies to be shorter and weigh less at birth. When the mother uses alcohol during pregnancy, the baby may be born with mental retardation or with damaged heart and liver, or deformed parts of the body.

Develop a list of possible physical consequences. Record these effects on the chalkboard. Encourage students' input in developing this list.

Possible Physical Effects of Alcohol Abuse

Poor coordination and slow reflexes

Alcohol is a depressant (*slows down the central nervous system*), not a stimulant (*speeds up the central nervous system*) as some people believe.

Damage to the Liver

The human body can only process one "drink" per hour. Drinking coffee or taking a cold shower does not speed up this process. The liver has to work hard to process the drug out of the system. After doing this time and time again, the liver can become damaged.

Addiction to Alcohol

One out of every 10 people who drink becomes an alcoholic. Due to body chemistry and other factors, an alcoholic is not able to tolerate alcohol.

Damage to the brain and nervous system

Increased risk of heart attacks, cancer, and strokes.

Hangover (headache and upset stomach)

Read aloud the following scenarios to illustrate possible consequences of alcohol abuse. *Preface these scenarios by stating again that the effects of alcohol abuse or any other kind of drug abuse vary among users.*

SCENARIO #1

Betty started drinking when she was 14 years old. When she graduated from high school, she drank an average of two drinks per day and considered herself a social drinker. She believed that she only drank for "fun" and she could quit whenever she wanted. The summer after graduation, Betty married her high school sweetheart and several months later became pregnant. Her doctor explained to her the dangerous effects of alcohol on a developing fetus and told her she must quit drinking. Betty discovered that it wasn't easy to give up her "routine" and she continued to drink several times a week. Her baby was born three months premature with fetal alcohol syndrome. The baby's nervous system was not fully developed and he had to stay in the hospital for several months. The alcohol that Betty drank reached the baby through her bloodstream and prevented the baby from developing normally.

SCENARIO #2

Paul was new at school and was anxious to make new friends. He had always been a good student and had hopes for attending college after graduating. After several weeks, Paul got to know some of the other students and was starting to feel comfortable in his new school. One of his new friends invited him to a party one weekend and Paul knew this meant he was beginning to be accepted. When he arrived at the party he realized that everyone was drinking beer. Paul had never had a drink in his life, but he liked being part of a group of friends and so he drank along with the others. Before long, Paul was drinking with them several nights a week. He no longer had time to do his homework and, many times, he was so sick the next day from drinking, he couldn't get out of bed and make it to school. When the first semester grade reports were mailed home, Paul's parents discovered that he was failing most of his classes.



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LESSON 35**OBJECTIVE**

1. Describe ways chemical dependency can affect family members and identify healthy ways to cope.



Suggested Pages To Cover in Lesson 13: Pages 18-22 ("How Kids Feel About This")

The teacher:

- **Reads aloud to students a few pages from I Can Talk About What Hurts.**
Teacher chooses how much will be read during each lesson, depending upon the amount of discussion generated and level of students' attention. Suggested pages to cover each lesson are listed for each of 10 days. These are suggestions only. Teacher may find the material can be covered more quickly or will need more time.
- **Asks teacher-generated questions as needed to ensure understanding and keeps students on-task.**
Teacher may choose to ask a question after each paragraph or two to check student understanding and keep students on-task.
- **Reiterates key concepts as they appear in the text.**
Should include common ways an individual is affected when a family member is chemically dependent and healthy ways to cope. Refer again to the following material:
 - A. Ways Chemical Dependency Can Affect Family Members, Lesson 25
 - B. The Four C's For Dealing with Chemical Dependency in the Family, Lesson 26
 - C. Taking Care of Myself When There is Chemical Dependency in the Family, Lesson 27

LESSON 35**OBJECTIVE**

1. Describe personal/social effects of alcohol abuse.



"As you have learned, alcohol is the most frequently abused drug in the world. Alcohol is related to 80% of all violence, 50% of all traffic accidents, and 65% of all drownings."

Read the following key points about alcohol.

- The effects of alcohol on a person's body depends on their body size, tolerance level towards alcohol, food intake during that day, and the time elapsed between drinks.
- For an average man of 150 pounds, after only 2 drinks, his coordination and self-control are affected. After 4 drinks, vision, hearing, and speech are affected. After 6 drinks, coordination, judgment, and balance are impaired. After 12 drinks, the memory is affected and there is a possibility of losing consciousness.
- When a person drinks, the only thing to sober him up is TIME. One hour is required for every drink consumed. Drinking coffee, taking a cold shower, eating food, or walking does not sober a person up. Only TIME can sober a person up.
- People can develop a tolerance for alcohol. The more alcohol he/she drinks, the more alcohol the body needs next time he/she drinks to achieve the same effects. One out of ten people who drink will become an alcoholic (a person who is addicted to alcohol). Alcoholism affects the alcoholic, his/her family, friends, and co-workers.
- An alcoholic may hide his/her alcohol, drink in the mornings, sneak drinks, or drink alone. Drinking affects family relationships, school work, and jobs. Drug abuse affects all aspects of one's life!

Persons who abuse alcohol or other drugs often experiences problems in one or more of the following areas of his or her life:

- Problems with oneself
- Problems with family and friends
- Problems with the law
- Difficulty making good judgments
- Problems on the job

Use Teaching Pictures #4-8 to illustrate these points. Elicit students' ideas about what each picture depicts.

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TEACHING PICTURE #4 PROBLEMS WITH ONESELF/WITHDRAWAL



TEACHING PICTURE #5 PROBLEMS WITH ONSELF/PERSONALITY CHANGES



TEACHING PICTURE #6 PROBLEMS WITH FAMILY



TEACHING PICTURE #7 PROBLEMS WITH THE LAW



TEACHING PICTURE #8 DIFFICULTY MAKING GOOD JUDGMENTS

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TEACHING PICTURE #9 PROBLEMS ON THE JOB

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LESSON 36**OBJECTIVE**

1. Review key facts about alcohol use.



Students will review facts about alcohol use by playing a review FACT GAME.

Guide students in playing the FACT GAME using the list of questions below and teacher directions on next page.

QUESTIONS FOR FACT GAME ON ALCOHOL USE

1. True or False. Wine coolers taste sweet and fruity and contain no alcohol. *(False)*
2. True or False. It is legal for someone else to use your prescription drug. *(False)*
3. True or False. Alcohol is a depressant. *(True)*
4. Name two possible physical effects of alcohol abuse. *(addiction, liver, brain, or heart damage, hangover)*
5. True or False. One out of every ten people who drink become an alcoholic. *(True)*
6. True or False. It is okay for a pregnant woman to drink alcohol. *(False)*
7. _____ is related to 80% of all violence. *(alcohol)*
8. True or False. Alcoholism affects the drinking person and the entire family. *(True)*
9. What is the number one killer of young people in the United States between the ages of 15 and 24? *(alcohol)*
10. What is the number one abused drug in the world? *(alcohol)*
11. How does a depressant affect the body? *(slows down the central nervous system)*
12. Name two common types of alcoholic beverages. *(beer, wine, hard liquor, wine coolers)*

TEACHER DIRECTIONS FOR FACT GAMES

Materials Needed:

1. One pair of dice.
2. Set of questions for the designated topic. (See "Questions for Fact Game" included in this curriculum.
3. A clock or watch if game is to be timed.
4. Paper and pencil or chalkboard for recording points earned.

Object of the game.

The object of the game is to either:

- A. Be the player with the highest number of points at the end of the pre-determined time limit (10 minutes is suggested); **OR**
- B. Be the first player to earn 10 points by correctly answering 10 review questions.

Before starting the game.

- Decide which of the two criteria above will be used to determine the winner.
- If desired, designate a student "leader" to present the questions throughout the game. This student may also take a turn as a regular player.
- Create a point sheet listing each player's name with space for points earned during the game and, if desired, designate a student scorekeeper.
- Determine what player has the first turn. Each player rolls the dice. Player with the highest number goes first. If two or more players have the same number, repeat until one player rolls a higher number.
- Remind players to listen carefully when other players attempt to answer a question. If the player answers incorrectly, the "leader" will give the correct answer. This same question could be then be asked later in the game. A careful listener will know the correct answer!

Game Begins.

- Player #1 rolls the dice. Whatever number is rolled is the number of the question that player is asked.
- Teacher or designated student "leader" asks the corresponding question.
- Player answers questions. (Only one attempt is allowed.)
- If player gives the correct answer, he or she earns 1 point.
- If player gives an incorrect answer, the leader tells the group the correct answer. No points are awarded.

Continue procedure with players #2, #3, etc.

Game Ends.

The winner is determined when either:

- A. Time limit is up; or
- B. A player earns 10 points.

Congratulate all players for their efforts!

LESSON 36**OBJECTIVE**

1. Describe ways chemical dependency can affect family members and identify healthy ways to cope.



Suggested Pages To Cover in Lesson 15: Pages 27-30 (How Addicts and Their Families Get Better")

The teacher:

- **Reads aloud to students a few pages from I Can Talk About What Hurts.**
Teacher chooses how much will be read during each lesson, depending upon the amount of discussion generated and level of students' attention. Suggested pages to cover each lesson are listed for each of 10 days. These are suggestions only. Teacher may find the material can be covered more quickly or will need more time.
- **Asks teacher-generated questions as needed to ensure understanding and keeps students on-task.**
Teacher may choose to ask a question after each paragraph or two to check student understanding and keep students on-task.
- **Reiterates key concepts as they appear in the text.**
Should include common ways an individual is affected when a family member is chemically dependent and healthy ways to cope. Refer again to the following material:
 - A. Ways Chemical Dependency Can Affect Family Members, Lesson 25
 - B. The Four C's For Dealing with Chemical Dependency in the Family, Lesson 26
 - C. Taking Care of Myself When There is Chemical Dependency in the Family, Lesson 27

LESSON 37**OBJECTIVES**

1. Recognize that marijuana use is illegal.
2. Know that today's marijuana is much more potent and dangerous than the marijuana of thirty years ago.
3. Identify negative physical effects of marijuana use.



Teacher begins the lesson by leading students through a brainstorm activity to give students an opportunity to share their existing knowledge of marijuana. **"Let's talk about marijuana. What are some common names for marijuana? (pot, weed, tea, dope, joint, grass)"**

After discussion, teach some key facts about marijuana. **"Marijuana is an illegal substance that comes from the leaf of the hemp plant. Like all drugs, marijuana changes the way the body works. One thing most people do not know is that the marijuana being grown today is much more potent than the marijuana sold in the 1960's. Today's marijuana has more of the chemical THC. THC is a strong chemical in marijuana. It can stay in your bloodstream for up to thirty days. What is the difference between today's marijuana and the marijuana of the 1960's?"** (*Today's marijuana has a higher concentration of the chemical THC.*)

Identify and explain the possible physical effects of marijuana use. Use Teaching Picture #3 to point out that marijuana smoke can cause damage to the throat and lungs. In addition, the brain and body cells can be damaged. One's ability to think and remember is affected.

Other risks of marijuana use relate to its impurity. Because marijuana is illegal, no one can be sure what is really in it. People who sell marijuana sometimes add other substances or spray ordinary leaves with rat poison, oven cleaner, or other drugs and sell it as marijuana.

PHYSICAL EFFECTS OF MARIJUANA USE

- change the way the brain works
- damage to body cells
- poor coordination and slowed down reaction time
- throat and lungs become damaged because of the smoke. The user can develop bronchitis, emphysema, or lung cancer.
- makes the heart work harder and can increase one's chance of heart attack
- not able to resist illness as well
- difficulty remembering things just learned. Memory loss can be permanent.
- poor judgment, confusion, difficulty paying attention
- Some effects, like forgetting things and having poor reflexes can last up to three days. Even after the effects are gone, marijuana can stay in the body for 4 weeks or more after a single use.
- If the user is pregnant, the fetus may be affected. Babies born to mothers who use marijuana may weigh less and be shorter at birth. They may have trouble breathing. Their heart or nervous system may be damaged. Marijuana can cause a pregnant woman to have a miscarriage.



TEACHING PICTURE #3 MARIJUANA USE AFFECTS THE BODY

LESSON 37**OBJECTIVE**

1. Describe ways chemical dependency can affect family members and identify healthy ways to cope.



Suggested Pages To Cover in Lesson 16: Pages 31-34 ("How Addicts and Their Families Get Better")

The teacher:

- **Reads aloud to students a few pages from I Can Talk About What Hurts.**
Teacher chooses how much will be read during each lesson, depending upon the amount of discussion generated and level of students' attention. Suggested pages to cover each lesson are listed for each of 10 days. These are suggestions only. Teacher may find the material can be covered more quickly or will need more time.
- **Asks teacher-generated questions as needed to ensure understanding and keeps students on-task.**
Teacher may choose to ask a question after each paragraph or two to check student understanding and keep students on-task.
- **Reiterates key concepts as they appear in the text.**
Should include common ways an individual is affected when a family member is chemically dependent and healthy ways to cope. Refer again to the following material:
 - A. Ways Chemical Dependency Can Affect Family Members, Lesson 25
 - B. The Four C's For Dealing with Chemical Dependency in the Family, Lesson 26
 - C. Taking Care of Yourself When There is Chemical Dependency in the Family, Lesson 27

LESSON 38**OBJECTIVE**

1. Identify negative personal/social effects of marijuana



Point out to students that the personal problems resulting from marijuana use are similar to those from alcohol or other drug abuse. The marijuana user often experiences problems in one or more of the following areas of his or her life:

- Problems with oneself
- Problems with family and friends
- Problems with the law
- Difficulty making good judgments
- Problems on the job

Use Teaching Pictures #4-9 to review these consequences, initially presented when discussing consequences of alcohol use.



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TEACHING PICTURE #4 PROBLEMS WITH ONESELF/WITHDRAWAL

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TEACHING PICTURE #5 PROBLEMS WITH ONSELF/PERSONALITY CHANGES



TEACHING PICTURE #6 PROBLEMS WITH FAMILY



TEACHING PICTURE #7 PROBLEMS WITH THE LAW



TEACHING PICTURE #8 DIFFICULTY MAKING GOOD JUDGMENTS



TEACHING PICTURE #9 PROBLEMS ON THE JOB

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LESSON 38**OBJECTIVE**

1. Describe ways chemical dependency can affect family members and identify healthy ways to cope.



Suggested Pages To Cover in Lesson 17: Pages 35-39.

The teacher:

- **Reads aloud to students a few pages from I Can Talk About What Hurts.**
Teacher chooses how much will be read during each lesson, depending upon the amount of discussion generated and level of students' attention. Suggested pages to cover each lesson are listed for each of 10 days. These are suggestions only. Teacher may find the material can be covered more quickly or will need more time.
- **Asks teacher-generated questions as needed to ensure understanding and keeps students on-task.**
Teacher may choose to ask a question after each paragraph or two to check student understanding and keep students on-task.
- **Reiterates key concepts as they appear in the text.**
Should include common ways an individual is affected when a family member is chemically dependent and healthy ways to cope. Refer again to the following material:
 - A. Ways Chemical Dependency Can Affect Family Members. Lesson 25
 - B. The Four C's For Dealing with Chemical Dependency in the Family. Lesson 26
 - C. Taking Care of Myself When There is Chemical Dependency in the Family. Lesson 27

LESSON 39**OBJECTIVE**

1. Practice contacting a support group.

**ACTIVITY**

Refer students to the completed handout, **WHERE TO TURN** (from lesson 9). Have students find the heading **OTHER** at the bottom of the page.

Ask students, "Remember we talked about Alatot, a support group for children who have a family member who abuses alcohol or other drugs. How can a child join an Alatot group? Here are two ways a child could find out about Alatot meetings.

- 1) The child could tell a trusted adult that he/she would like to go to an Alatot meeting. That adult might help the child find out where and when the meeting will be held and how to get to the meeting.
- 2) The child can call Al-Anon on the telephone. Anyone can telephone the Al-Anon office to find out about meetings. The number is listed in the white pages under 'Al-Anon.'

Listen carefully, I am going to pretend to call Al-Anon to find out about an Alatot meeting."

Teacher then demonstrates an initial telephone inquiry using the following script.

"Hello, I would like to find out where the nearest Alatot meeting is held. I live at _____" (give your address).

(When the person gives the address of the closest meeting, write it down on a piece of paper.)

"What is the day and time of this meeting?"

(Write the day and time down on a piece of paper.)

"Thank you, good-bye."

Distribute copies of the script. Instruct students to fill in the street and zip code of their home address.

"Not everyone has someone in their family who has an alcohol or other drug problem, but today we will all practice making a telephone call in case we ever would like to get help with this problem.

Give each student an opportunity to practice making a "pretend" telephone call using the script. This can be done by having the teacher play the role of the Al-Anon representative. Each practice telephone call should take only a few minutes.

Praise each students' efforts. Let them know that a telephone call to get help for oneself is considered, even by adults, to be very difficult.

LESSON 39**HANDOUT****SCRIPT FOR CONTACTING A SUPPORT GROUP**

"Hello, I would like to find out where the nearest Alatot meeting is held. I live at _____" (give your address).

(When the person gives the address of the closest meeting, write it down on a piece of paper.)

"What is the day and time of this meeting?"

(Write the day and time down on a piece of paper.)

"Thank you, good-bye."

LESSON 40**OBJECTIVE**

1. Review key facts about marijuana use



Students will review facts about marijuana use by playing a review FACT GAME.

Guide students in playing the FACT GAME using the list of questions below and teacher directions on next page.

QUESTIONS FOR FACT GAME ON MARIJUANA USE

1. _____ is an illegal substance that comes from the hemp plant.
(*marijuana*)
2. True or False. Marijuana contains a chemical called THC. (*True*)
3. True or False. Marijuana can be mentally addicting. (*True*)
4. True or False. The chemical THC in marijuana can stay in your bloodstream for up to 30 days. (*True*)
5. True or False. Smoking marijuana makes you more susceptible to illness.
(*True*)
6. True or False. It is okay for a pregnant woman to smoke marijuana.
(*False*)
7. Which marijuana has a higher concentration of THC, marijuana grown today or marijuana grown in the 1960's? (*marijuana grown today*)
8. True or False. Caffeine is an example of a drug that is legal. (*True*)
9. True or False. Any drug or medicine, even aspirin, can be harmful if taken carelessly. (*True*)
10. True or False. Over-the-counter medication should only be taken according to the directions on the label. (*True*)
11. _____ is another name for marijuana. (*pot, weed, dope, joint, grass*)
12. Name two physical effects of marijuana use. (*damage brain cells, forgetfulness, poor coordination, mental addiction, damage to fetus*)

TEACHER DIRECTIONS FOR FACT GAMES

Materials Needed:

1. One pair of dice.
2. Set of questions for the designated topic. (See "Questions for Fact Game" included in this curriculum.)
3. A clock or watch if game is to be timed.
4. Paper and pencil or chalkboard for recording points earned.

Object of the game.

The object of the game is to either:

- A. Be the player with the highest number of points at the end of the pre-determined time limit (10 minutes is suggested); **OR**
- B. Be the first player to earn 10 points by correctly answering 10 review questions.

Before starting the game.

- Decide which of the two criteria above will be used to determine the winner.
- If desired, designate a student "leader" to present the questions throughout the game. This student may also take a turn as a regular player.
- Create a point sheet listing each player's name with space for points earned during the game and, if desired, designate a student scorekeeper.
- Determine what player has the first turn. Each player rolls the dice. Player with the highest number goes first. If two or more players have the same number, repeat until one player rolls a higher number.
- Remind players to listen carefully when other players attempt to answer a question. If the player answers incorrectly, the "leader" will give the correct answer. This same question could be then be asked later in the game. A careful listener will know the correct answer!

Game Begins.

- Player #1 rolls the dice. Whatever number is rolled is the number of the question that player is asked.
- Teacher or designated student "leader" asks the corresponding question.
- Player answers questions. (Only one attempt is allowed.)
- If player gives the correct answer, he or she earns 1 point.
- If player gives an incorrect answer, the leader tells the group the correct answer. No points are awarded.

Continue procedure with players #2, #3, etc.

Game Ends.

The winner is determined when either:

- A. Time limit is up; or
- B. A player earns 10 points.

Congratulate all players for their efforts!

LESSON 40**OBJECTIVES**

1. Summarize key concepts covered in the unit.
2. Think about positive ways family members can help each other.



Encourage a brief discussion to summarize key concepts taught in this unit. **"Name one important thing you remember learning during this unit on family."**

Lead students in a discussion of ways family members can help each other. **"Can you tell me three ways family members can help each other?" (they can help each other learn; they can play together; they can help a person feel good about themselves)**

LESSON 41**OBJECTIVES**

1. Know that using cocaine and crack is illegal.
2. Know the dangers of cocaine and crack



"Today we are going to learn about cocaine, an illegal and highly addictive. Have you heard other names for cocaine? (coke, crack, toot, powder, blow, snow)?"

Present the following information about cocaine and crack.

Cocaine is a illegal drug that is in widespread use in the United States. It is made from the leaves of the coca bush. Cocaine is a stimulant. It affects the body by making the user feel excited and/or anxious. Cocaine users take the drug in different ways. It can be swallowed, inhaled through the nose, or injected into the bloodstream. Cocaine is illegal in any way that it is taken.

Crack is a concentrated form of cocaine. Crack is made by heating cocaine with other chemicals until it looks like small lumps of soap. Crack users smoke the drug through glass.

Cocaine and crack are dangerous drugs because they are extremely addictive. Some users become physically addicted the first time they use it. These drugs are also dangerous because a user can never be sure what he or she is getting when taking them. Cocaine and crack, like other street drugs, are made in people's home or brought in from other countries. No one knows for sure what people put in them. The people who sell them want to make money. They do not care that they are dangerous to those who use them.

- Cocaine and crack use are illegal.
- Cocaine and crack are very dangerous. Crack goes from the lungs into the bloodstream. Then it goes straight to the brain. Cocaine and crack make the heart beat faster and blood pressure go up. Users have difficulty sleeping and lose their appetite for food. One's ability to think straight is affected. Some users feel bugs crawling on them or hear voices that aren't really there. If a pregnant woman who use cocaine or crack, her unborn baby uses it too. Her baby may be born too early, or dead. The baby's brain, heart, kidney, and genitals may be damaged.
- Cocaine and crack are highly addictive. Some people become addicted the first time they use crack.
- Cocaine and crack addictions are very hard to break. People addicted to cocaine or crack must seek help to deal with their addiction.

LESSON 41**SOCIAL SKILL: AVOIDING TROUBLE WITH OTHERS
DAY #1****I. INTRODUCE THE SKILL TO BE TAUGHT.**

Briefly describe the skill, and discuss the rationale for using the skill, including possible benefits to the student and to others. For the purposes of this lesson, "avoiding trouble" means avoiding situations that could be dangerous, or not in the best interest of the student.

Generate examples of appropriate uses of the skill.

Provide a set of discrimination exercises (the number and type of examples will depend upon your learners) to ensure students can discriminate between appropriate and inappropriate situations in which to use the skill.

Here is a sample discrimination exercise:

"Listen, would this be a time when I would want to avoid trouble with others?"

- Your sister wants you to sneak \$20 from your mother's purse and give it to her. *(yes)*
- Your best friend wants to cheat off your math test. *(yes)*
- Your older brother wants you to tell your parents about the problem you had with your teacher today. *(no)*
- Your teacher tells you to stop writing on the desk or you'll get into big trouble. *(no)*
- Your classmate sees someone she doesn't like walking home from school. She wants you to throw rocks at him and call him names. *(yes)*

II. TEACH STUDENTS TO SAY THE SKILL STEPS ALOUD

SKILL: AVOIDING TROUBLE WITH OTHERS

1. **Keep a plain face and voice.**
2. **Take a deep breath to keep calm.**
3. **Look at the person.**
4. **Say "No," or walk away.**

III. TEACHER MODELS SKILL

Teacher models skill only after students can say steps independently

- A. Demonstrate the skill being performed correctly, that is, all steps performed correctly and no steps omitted.
Scenarios are provided at end of lesson.
- B. Provide additional demonstrations which include one step being performed incorrectly or one step omitted. Provide demonstrations which are correct and those which include an error.

Remember, err on only one step per scenario when showing incorrect use of skill.

- C. Just before modeling the skill, tell students:
 "This is the correct way to" or
 "This is not the correct way to"
- D. After modeling the skill, ask if students were able to observe each of the steps during the demonstration.

"Did I _____	(step #1)	?"
"Did I _____	(step #2)	?"
"Did I _____	(step #3)	?"
"Did I _____	(step #4)	?"

SAMPLE SCENARIOS

A bully on my street starts making fun of me and tries to start a fight.

My brother and his friends are in a gang. They throw papers and cans at my friends and I when we come into my house.

My friends want me to skip class and hang out with them.

Some guys on my baseball team start teasing and hitting a guy they don't like in the locker room. They want me to help.

A girl I eat lunch with wants me to steal an extra bag of chips from the cafeteria.

My sister wants to sneak into the movies without paying.

LESSON 42**OBJECTIVE**

1. Identify the negative physical problems associated with cocaine use.



Remind students about the impurity of illegal drugs, including cocaine (see Knowledge About Drugs, Lesson 26.)

Discuss the physical consequences of cocaine use. Students should know that physical effects of cocaine use can include:

- quick physical addiction and severe withdrawal symptoms
- mental confusion and/or aggressive behavior
- loss of appetite and weight loss
- heart attack
- increased blood pressure
- chronic lung problems/chest pain
- extreme tiredness where user "crashes" for 24-48 hours
- damage to the lining of the nose from cocaine inhalation including frequent nosebleeds
- damage to the fetus, if pregnant

Tell students, "Like other kinds of drug abuse, cocaine use causes more than just physical problems. It can cause many personal problems in one's life and with one's friends and family. We will learn about these in the next lesson."

LESSON 42**SOCIAL SKILL: AVOIDING TROUBLE WITH OTHERS
DAY #2**

- I. **TEACHER REVIEWS THE SKILL BEING TAUGHT**
Briefly review the skill, why it is useful, and when it can be used.
- II. **TEACHER REVIEWS STEPS OF SKILL WITH STUDENTS**
Provide students with practice reciting the steps of the skill learned in previous lesson. Students should be able to recite all steps.

SKILL: AVOIDING TROUBLE WITH OTHERS

1. **Keep a plain face and voice.**
2. **Take a deep breath to keep calm.**
3. **Look at the person.**
4. **Say "No," or walk away.**

- III. **TEACHER MODELS THE SKILL**
This will be review for students and will enable teacher to check student understanding. Before the demonstration, tell students, **"Watch carefully. Is this the right way to"**

After the teacher demonstration, ask students:

"Was that the right way to ...?"

"How do you know?"

If students are able to answer correctly, move on the guided practice segment of the lesson, Part IV: **STUDENT PRACTICES SKILL WITH TEACHER.**

If students err, have them recite all steps again. This will help them recall the steps to look for in the teacher model. Model the skill again until students are firm.

IV. STUDENT PRACTICES SKILL WITH TEACHER (Guided Practice)

Invite a student to practice the skill by performing a skill rehearsal with the teacher. The student will perform each of the steps.

"Coach" the student before the skill rehearsal. Tell the student exactly what he will say or do for each of the steps.

Assign all other students the role of *Observer*. The observers carefully watch the skill rehearsal, looking for the correct performance of each step. When the skill rehearsal is finished, observers give feedback to the student. (Teacher may choose to assign one or more students to look for a particular step of the skill during the skill rehearsal.)

Depending on the needs of students, teacher may choose to have all or some of the class practice the skill with teacher before moving on to Part V: STUDENT PRACTICE

V. STUDENTS PRACTICE THE SKILL WITH TEACHER MONITORING (Independent Practice)

Once students are able to successfully perform the skill with teacher guidance, divide students into groups of two to three students for individual practice. Students will perform skill rehearsals with one another, but will need close teacher monitoring and feedback.

Assign each student in the group a role and explain their role carefully.

- **The Skill Performer. (The main actor.)**
This is the student who is practicing the skill.
- **The Student assisting in the rehearsal. (The co-actor.)**
The co-actor's role is usually limited to saying one or two lines.
- **The Observer.**
During the skill rehearsal, the observer watches carefully for steps. Afterwards, he or she gives feedback to the skill performer.

Be sure each student is given an opportunity to perform the skill. Students who are reluctant initially usually become more willing to participate when they see that skill rehearsals are brief and successful.

Stop the skill rehearsal immediately if student makes an error, omits a step, or if the rehearsal begins to get off track. Correct immediately. (Please refer to Teacher Tip Sheet for corrections procedures.) Curtailing incorrect practice helps prevent students, the observer as well as the performer, from learning the skill incorrectly.

Monitor student performances carefully to ensure that students receive feedback on correct performance of the skill.

SAMPLE SCENARIOS

A bully on my street starts making fun of me and tries to start a fight.

My brother and his friends are in a gang. They throw papers and cans at my friends and I when we come into my house.

My friends want me to skip class and hang out with them.

Some guys on my baseball team start teasing and hitting a guy they don't like in the locker room. They want me to help.

A girl I eat lunch with wants me to steal an extra bag of chips from the cafeteria.

My sister wants to sneak into the movies without paying.

VI. DETERMINE STUDENTS' SUCCESS RATE, AND RETEACH SKILL IF NECESSARY

While monitoring student skill rehearsals (Part V), collect simple data on students' performance. For each student, ask yourself, "**Is the student performing the skill correctly?**" Calculate the percentage of students who successfully demonstrated the skill during the skill rehearsals.

If fewer than 90% of the students performed the skill correctly, reteach the steps, and try again with additional skill rehearsals!

VI. PROMOTE GENERALIZATION OF THE SKILL

Anticipate situations at school, home, or in the community in which student(s) may need to use the skill. Before student enters the situation, remind the student that it would be a good time to use the skill.

For example, if the class has learned the skill of ignoring, and a particular student has had difficulty ignoring peer teasing during recess, teacher may prompt that student shortly before recess begins.

Enlist the help of other adults with whom the student interacts, for example, the mainstream teachers, parents, school psychologist, PE teacher, parents. Let them know the skill(s) the student is working on and encourage them to prompt student to use the skill in appropriate situations and praise the student when they observe him or her using the skill.

LESSON 43**OBJECTIVE**

1. Identify the personal problems associated with cocaine/crack use.



Tell students, "Many people who use cocaine become addicted. When they are addicted they feel such a strong desire for the drug that they often quit caring about other things. They even stop caring about themselves. Sometimes they stop spending time with their family and friends. Often times, they become so obsessed with cocaine and trying to get money to buy more cocaine, that they lose all interest in school, work, friends, and family. This addiction can cause many problems for the user."

Read the following scenario aloud to students. "Listen carefully while I read this story. Think about the different problems Carolyn has because of her cocaine addiction."

After reading the scenario, ask each student to name one problem that resulted from the person's drug abuse. List these on the board. Add any items the students do not name. Summarize the completed list by noting that some of the problems could fall into one of several categories: physical problems, problems with self, trouble with work or school, trouble with family and friends, and trouble with the law.

SCENARIO

Carolyn had friends who used cocaine and they tried several times to get her to try it. She was afraid, but it didn't seem to harm them or interfere with their lives. So at a party one night, she finally agreed to try some. It wasn't bad at all. In fact, Carolyn really liked the way it made her feel. She had more energy, she was more outgoing, and the rest of the party was much more fun.

The next weekend, she and her friends decided to get some cocaine. It cost each of them \$25. Carolyn thought it was a lot of money but remembered how much fun she had the week before, and so she paid her share. The next day she didn't feel very good when she got up. She was congested. When she blew her nose, blood came out. She felt different...depressed.

"Maybe what I need is some more coke," thought Carolyn. "That will probably make me feel better." Because she didn't have enough money to buy more cocaine, she lied and told her mother she needed some money for a school activity.

Carolyn was right. Doing the cocaine made her feel better, but only for a little while. Her depression went away, and because she felt so good, she cleaned her room, did her homework, and helped her mother around the house. Afterwards, she felt worse than before.

Carolyn's cycle of abuse continued to get worse for several months. She ran out of reasons to ask her mother for money and no longer had time to earn money babysitting. She began taking it without asking. Several times when her mother asked about the money, Carolyn blamed her brother and his friends. She started using cocaine to help her study but found out that she couldn't concentrate when she was high. Instead, she'd just go hang out with other kids who used cocaine. She forgot about her best friend, Jessica, because Jessica didn't use drugs.

It seemed to Carolyn that doing cocaine had never again been as much fun as her first experience. The high didn't last as long and it made her nose bleed all the time. She became more and more worried about being caught. She started to be secretive and withdrawn around her family and friends. The worst part was she was depressed all the time now, even doing cocaine couldn't make her feel good. She had no idea how she could stop.

LESSON 43**SOCIAL SKILL: DEALING WITH SOMEONE WHO HAS BEEN USING DRUGS
DAY #1**

- I. **INTRODUCE THE SKILL TO BE TAUGHT.**
Briefly describe the skill, and discuss the rationale for using the skill, including possible benefits to the student and to others.

Generate examples of appropriate uses of the skill.

Provide a set of discrimination exercises (the number and type of examples will depend upon your learners) to ensure students can discriminate between appropriate and inappropriate situations in which to use the skill.

- II. **TEACH STUDENTS TO SAY THE SKILL STEPS ALOUD.**

SKILL: DEALING WITH SOMEONE WHO HAS BEEN USING DRUGS

1. **Tell myself the 4 C's.**
2. **Ask myself, "Am I safe near this person?"**
3. **If yes, choose an activity that does not involve the person.**
If no, leave the situation. (Visit a friend, take a walk, get help if you need it)

- III. **TEACH PRESKILLS TO THIS SKILL**
Review the Four C's as a class.

Teach students to decide if it is safe to be near someone who has been using drugs based on the following rule.

Is it safe? It is not safe to be near someone if I think he or she might:

1. Hurt me in any way.
2. Threaten me in any way.
3. Try to convince me to use drugs.
4. or, if I just feel unsafe.

IV. TEACHER MODELS SKILL

Teacher models skill only after students can say steps independently.

- A. Demonstrate the skill being performed correctly, that is, all steps performed correctly and no steps omitted.
Additional scenarios are provided at end of lesson.

I am watching television in my living room when my mother stumbles in drunk and passes out on the floor. I tell myself the 4 C's: "I did not cause my mother's drinking problem. I cannot cure it. I cannot control it. I can learn to cope."

I ask myself, "Am I safe near this person?"

I ask myself four questions so I will know if it is safe to be near this person. "Will this person hurt me in any way?" I decide she probably won't because she doesn't wake up for a long time when she is drunk and then she usually is sick.

"Will this person threaten me in any way?" I decide she will probably not threaten me because she is asleep.

"Will this person try to convince me to use drugs?" I decide she will not because she is asleep, and she never has tried to get me to use drugs in the past.

"Do I feel unsafe in this situation?" I hate to see my mother like this, but I do feel that I am safe.

I decide that I am safe. I choose to leave my room and go into the living room to telephone my aunt.

- B. Provide additional demonstrations which include one step being performed incorrectly or one step omitted. Provide demonstrations which are correct and those which include an error.

Remember, err on only one step per scenario when showing incorrect use of skill.

- C. Just before modeling the skill, tell students:
"This is the correct way to" or
"This is not the correct way to"

- D. After modeling the skill, ask if students were able to observe each of the steps during the demonstration.

"Did I _____"	(step #1)	?"
"Did I _____"	(step #2)	?"
"Did I _____"	(step #3)	?"

SAMPLE SCENARIOS

Your sister and her friends are hanging around outside your house. They are talking really loud and being rude. You can tell that they have been drinking.

Your aunts and uncles come over to play cards with your parents. They drink beer throughout the day and your uncle and father begin yelling at each other.

You go to a school dance with your best friend. Your best friend's older brother comes to pick you two up to drive you home. He, his friend, and the car smell like marijuana. He is waiting in the car to drive home.

LESSON 44**OBJECTIVE**

1. Review key facts about cocaine/crack use.



Students will review facts about cocaine use by playing a review FACT GAME.

Guide students in playing the FACT GAME using the list of questions below and teacher directions on next page.

QUESTIONS FOR FACT GAME ON COCAINE USE

1. True or False. A cocaine addict is able to function at school, work, and with friends. (*False*)
2. True or False. It is legal for you to buy cigarettes if you are under 18 years old. (*False*)
3. True or False. Using cocaine causes you to gain weight. (*False*)
4. A type of cocaine is _____. (*crack*)
5. Name two physical consequences of cocaine use. (*heart attack, addiction, weight loss*)
6. True or False. Most cocaine bought on the street is pure. (*False*)
7. True or False. Cocaine is highly addictive. (*True*)
8. True or False. Medicines bought at a drugstore or over-the-counter medicines are considered legal drugs. (*True*)
9. True or False. Cocaine addiction is easy to break. (*False*)
10. True or False. Some people become addicted the first time they use crack. (*True*)
11. Damage to the lining of the nose from inhaling cocaine can cause _____. (*nosebleeds*)
12. Name two ways of taking medicines safely. (*check with parents or doctor, follow directions, proper labeling*)

TEACHER DIRECTIONS FOR FACT GAMES

Materials Needed:

1. One pair of dice.
2. Set of questions for the designated topic. (See "Questions for Fact Game" included in this curriculum.
3. A clock or watch if game is to be timed.
4. Paper and pencil or chalkboard for recording points earned.

Object of the game.

The object of the game is to either:

- A. Be the player with the highest number of points at the end of the pre-determined time limit (10 minutes is suggested); OR
- B. Be the first player to earn 10 points by correctly answering 10 review questions.

Before starting the game.

- Decide which of the two criteria above will be used to determine the winner.
- If desired, designate a student "leader" to present the questions throughout the game. This student may also take a turn as a regular player.
- Create a point sheet listing each player's name with space for points earned during the game and, if desired, designate a student scorekeeper.
- Determine what player has the first turn. Each player rolls the dice. Player with the highest number goes first. If two or more players have the same number, repeat until one player rolls a higher number.
- Remind players to listen carefully when other players attempt to answer a question. If the player answers incorrectly, the "leader" will give the correct answer. This same question could be then be asked later in the game. A careful listener will know the correct answer!

Game Begins.

- Player #1 rolls the dice. Whatever number is rolled is the number of the question that player is asked.
- Teacher or designated student "leader" asks the corresponding question.
- Player answers questions. (Only one attempt is allowed.)
- If player gives the correct answer, he or she earns 1 point.
- If player gives an incorrect answer, the leader tells the group the correct answer. No points are awarded.

Continue procedure with players #2, #3, etc.

Game Ends.

The winner is determined when either:

- A. Time limit is up; or
- B. A player earns 10 points.

Congratulate all players for their efforts!

LESSON 44**SOCIAL SKILL: DEALING WITH SOMEONE WHO HAS BEEN USING DRUGS
DAY #2**

- I. **TEACHER REVIEWS THE SKILL BEING TAUGHT**
Briefly review the skill, why it is useful, and when it can be used. Be sure to include a review of the necessary preskills of reciting the 4 C's and the four questions to ask oneself to help determine if a situation is safe.
- II. **TEACHER REVIEWS STEPS OF SKILL WITH STUDENTS**
Provide students with practice reciting the steps of the skill learned in previous lesson. Students should be able to recite all steps.

SKILL: DEALING WITH SOMEONE WHO HAS BEEN USING DRUGS

1. **Tell myself the 4 C's.**
2. **Ask myself, "Am I safe near this person?"**

If yes, choose an activity that does not involve the person.

If no, leave the situation. (visit a friend, take a walk, get help if you need it.)

- III. **TEACHER MODELS THE SKILL**
This will be review for students and will enable teacher to check student understanding. Before the demonstration, tell students, **"Watch carefully. Is this the right way to"**

After the teacher demonstration, ask students:

"Was that the right way to ...?"

"How do you know?"

If students are able to answer correctly, move on the guided practice segment of the lesson. Part IV: **STUDENT PRACTICES SKILL WITH TEACHER.**

If students err, have them recite all steps again. This will help them recall the steps to look for in the teacher model. Model the skill again until students are firm.

IV. STUDENT PRACTICES SKILL WITH TEACHER (Guided Practice)

Invite a student to practice the skill by performing a skill rehearsal with the teacher. The student will perform each of the steps.

"Coach" the student before the skill rehearsal. Tell the student exactly what he will say or do for each of the steps.

Assign all other students the role of *Observer*. The observers carefully watch the skill rehearsal, looking for the correct performance of each step. When the skill rehearsal is finished, observers give feedback to the student. (Teacher may choose to assign one or more students to look for a particular step of the skill during the skill rehearsal.)

Depending on the needs of students, teacher may choose to have all or some of the class practice the skill with teacher before moving on to Part V: STUDENT PRACTICE

V. STUDENTS PRACTICE THE SKILL WITH TEACHER MONITORING (Independent Practice)

Once students are able to successfully perform the skill with teacher guidance, divide students into groups of two to three students for individual practice. Students will perform skill rehearsals with one another, but will need close teacher monitoring and feedback.

Assign each student in the group a role and explain their role carefully.

- **The Skill Performer. (The main actor.)**
This is the student who is practicing the skill.
- **The Student assisting in the rehearsal. (The co-actor.)**
The co-actor's role is usually limited to saying one or two lines.
- **The Observer.**
During the skill rehearsal, the observer watches carefully for steps. Afterwards, he or she gives feedback to the skill performer.

Be sure *each* student is given an opportunity to perform the skill. Students who are reluctant initially usually become more willing to participate when they see that skill rehearsals are brief and successful.

Stop the skill rehearsal immediately if student makes an error, omits a step, or if the rehearsal begins to get off track. Correct immediately. (Please refer to Teacher Tip Sheet for corrections procedures.) Curtailing incorrect practice helps prevent students, the observer as well as the performer, from learning the skill incorrectly.

Monitor student performances carefully to ensure that students receive feedback on correct performance of the skill.

SAMPLE SCENARIOS

Your sister and her friends are hanging around outside your house. They are talking really loud and being rude. You can tell that they have been drinking.

Your aunts and uncles come over to play cards with your parents. They drink beer throughout the day and your uncle and father begin yelling at each other.

You go to a school dance with your best friend. Your best friend's older brother comes to pick you two up to drive you home. He, his friend, and the car smell like marijuana. He is waiting in the car to drive home.

VI. DETERMINE STUDENTS' SUCCESS RATE, AND RETEACH SKILL IF NECESSARY

While monitoring student skill rehearsals (Part V), collect simple data on students' performance. For each student, ask yourself, "**Is the student performing the skill correctly?**" Calculate the percentage of students who successfully demonstrated the skill during the skill rehearsals.

If fewer than 90% of the students performed the skill correctly, reteach the steps, and try again with additional skill rehearsals!

VI. PROMOTE GENERALIZATION OF THE SKILL

Anticipate situations at school, home, or in the community in which student(s) may need to use the skill. Before student enters the situation, remind the student that it would be a good time to use the skill.

For example, if the class has learned the skill of ignoring, and a particular student has had difficulty ignoring peer teasing during recess, teacher may prompt that student shortly before recess begins.

Enlist the help of other adults with whom the student interacts, for example, the mainstream teachers, parents, school psychologist, PE teacher, parents. Let

them know the skill(s) the student is working on and encourage them to prompt student to use the skill in appropriate situations and praise the student when they observe him or her using the skill.

LESSON 45**OBJECTIVE**

1. Describe how to say "No" to drugs assertively and with convincing body language.



NOTE: This lesson will take the entire class period. There will be no separate activity from the Social Skills unit.

Tell students, "You may have already faced situations in which someone has offered you drugs, used drugs around you, wanted you to hold their drugs, or help them get drugs. Today we will learn how to say no in these situations in an assertive and convincing way. As you know, it is your responsibility to speak up for yourself if someone offers you drugs. No one else will do it for you."

Present the following Refusal Strategy

1. No way. (Say "No.")
2. Don't stay. (Leave the situation.)

Here are ways to say No:

No!
No thanks.
I don't take drugs.
See you later.

Here are ways to Leave the Situation:

Walk away from the person.
Keep walking and ignore if they continue to try to persuade you.

Stress, "It is not only important WHAT you say, but HOW you say it. In order to be convincing and show people you mean what you say, do the following:

1. Stand up tall.
2. Look the other person in the eyes.
3. Use a voice that is loud enough to be heard.
4. Use a serious voice.
5. **Avoid a discussion or argument. Just say "No," and then leave.**

List these on the chalkboard for students to refer to in remainder of lesson.

Teacher instructs students to watch carefully as he/she briefly demonstrates two separate responses to an offer to use drugs. (Classroom assistant can play the role of a drug-using acquaintance.)

RESPONSE #1 The first response should be assertive, using convincing voice and body language.

RESPONSE #2 The second response should be non-assertive and non-convincing (mumbling or giggling, using a wavering, "easily persuadable" voice, looking away)

After the role-plays, ask students, **"In which situation was I more convincing? Why?"**

Refer again to the list on the chalkboard. Ask a student check off each item that applied to your convincing response. Reinforce the point that **WHAT** you said was about the same in each response. The important difference was **HOW** you said it.

Discuss related points:

- Sometimes it may be okay to walk away from the person without answering at all.
- Sometimes it may be okay to invent an excuse ("I have to leave now - I have someplace I have to go.").
- Sometimes making assertive responses can be difficult, for adults as well as for young people. With practice, people become better at this.

Have students practice using the "No Way. Don't Stay." strategy. These do not have to be elaborate role-plays. The teacher or classroom assistant can play the role of a drug-user simply by saying 1-2 sentences such as, **"I've got some pot/beer/crack here. Want some?"**

Each student response should involve only saying no and then leaving.

After each student practices, give corrective feedback on each of the assertive factors listed above. Encourage observing students to give their positive and constructive feedback as well. Teacher may wish to "assign" observer roles prior to each student's practice. For example, "Tom, you watch to see if Jim makes good eye contact." "Mary, you watch to see if Jim avoids a discussion or argument."

Discuss related points:

- If you want to stay away from drugs, be sure to stay away from people who use drugs.
- If a person tries to convince you to use drugs, hold drugs, or help them get drugs, that person is thinking about him or herself and is not thinking about what is best for you. **YOU** must choose what is best for your own body.

LESSON 46**OBJECTIVE**

1. Review key facts about the Refusal Strategy.



Students will review facts about Refusal Strategy by playing the FACT GAME.

Guide students in playing the FACT GAME using the list of following questions and teacher directions on next page.

QUESTIONS FOR FACT GAME ON REFUSAL STRATEGY

1. True or False. It is important to be assertive when saying no. *(True)*
2. Name two ways of showing people you mean what you say. *(stand tall, speak loudly, look at their eyes, be serious, avoid arguments)*
3. True or False. It is good to stay and argue with the person that offers you drugs. *(False)*
4. What should you say if someone offers you drugs? *(no)*
5. True or False. Joking with the person offering you drugs will make them stop. *(False)*
6. True or False. If a person continues to try to persuade you, it is important to ignore them while walking away. *(True)*
7. True or False. People who want to stay drug-free do not hang around with people who use drugs. *(True)*
8. True or False. Others have the right to insist that you take something you choose not to. *(False)*
9. What is "No-Way, Don't Stay" strategy? *(Say "No and Leave.")*
10. True or False. Someone who offers you drugs or helps you get them is your friend. *(False)*
11. True or False. Body language helps you to be more convincing when saying no. *(True)*
12. True or False. It is not only what you say, but how you say it. *(True)*

TEACHER DIRECTIONS FOR FACT GAMES

Materials Needed:

1. One pair of dice.
2. Set of questions for the designated topic. (See "Questions for Fact Game" included in this curriculum.
3. A clock or watch if game is to be timed.
4. Paper and pencil or chalkboard for recording points earned.

Object of the game.

The object of the game is to either:

- A. Be the player with the highest number of points at the end of the pre-determined time limit (10 minutes is suggested); OR
- B. Be the first player to earn 10 points by correctly answering 10 review questions.

Before starting the game.

- Decide which of the two criteria above will be used to determine the winner.
- If desired, designate a student "leader" to present the questions throughout the game. This student may also take a turn as a regular player.
- Create a point sheet listing each player's name with space for points earned during the game and, if desired, designate a student scorekeeper.
- Determine what player has the first turn. Each player rolls the dice. Player with the highest number goes first. If two or more players have the same number, repeat until one player rolls a higher number.
- Remind players to listen carefully when other players attempt to answer a question. If the player answers incorrectly, the "leader" will give the correct answer. This same question could be then be asked later in the game. A careful listener will know the correct answer!

Game Begins.

- Player #1 rolls the dice. Whatever number is rolled is the number of the question that player is asked.
- Teacher or designated student "leader" asks the corresponding question.
- Player answers questions. (Only one attempt is allowed.)
- If player gives the correct answer, he or she earns 1 point.
- If player gives an incorrect answer, the leader tells the group the correct answer. No points are awarded.

Continue procedure with players #2, #3, etc.

Game Ends.

The winner is determined when either:

- A. Time limit is up; or
- B. A player earns 10 points.

Congratulate all players for their efforts!

LESSON 46**SOCIAL SKILL: REWARDING YOURSELF
DAY #1****I. INTRODUCE THE SKILL TO BE TAUGHT.**

Briefly describe the skill, and discuss the rationale for using the skill, including possible benefits to the student and to others.

Generate examples of appropriate uses of the skill.

Provide a set of discrimination exercises (the number and type of examples will depend upon your learners) to ensure students can discriminate between appropriate and inappropriate situations in which to use the skill.

Here is a sample discrimination exercise:

"Listen, would this be a time when I would want to reward yourself?"

You want to get along better with your teacher so you set a goal of making at least one pleasant comment to your teacher every day. On Tuesday, you said two nice things to your teacher. Would this be a time to reward yourself?

Yes, you met your goal.

You set a goal of not hanging around with Jim because you usually get in trouble when you are with him. On Friday, you walked home from him after school. Would this be a time to reward yourself? *No, you did not meet the goal.*

II. TEACH STUDENTS TO SAY THE SKILL STEPS ALOUD.

SKILL: REWARDING YOURSELF

1. Choose a goal and a reward.
2. Work toward my goal.
3. Ask myself, "Did I meet my goal?"
 - If no, try again if I still want that goal.
 - If yes, reward myself!

III. TEACHER MODELS SKILL

Teacher models skill only after students can say steps independently.

- A. Demonstrate the skill being performed correctly, that is, all steps performed correctly and no steps omitted.
Scenarios are provided at end of lesson.
- B. Provide additional demonstrations which include one step being performed incorrectly or one step omitted. Provide demonstrations which are correct and those which include an error.

Remember, err on only one step per scenario when showing incorrect use of skill.

- C. Just before modeling the skill, tell students:
 "This is the correct way to" or
 "This is not the correct way to"
- D. After modeling the skill, ask if students were able to observe each of the steps during the demonstration.

"Did I _____	(step #1)	?"
"Did I _____	(step #2)	?"
"Did I _____	(step #3)	?"

SAMPLE SCENARIOS

You have been getting low grades in Math. You set a goal of earning a B on the next Math quiz. You decide to reward yourself by telling yourself you did a great job if you earn a B. The week before the quiz, you ask for extra help and you earn a B on the quiz. You reward yourself by feeling good and telling yourself what a great job you did.

You want to start having more energy, so you set the goal of eating a real lunch instead of chips and soda. You choose a reward of buying yourself some baseball cards if you eat a good lunch all week.

You want to make friends at your new school. You set a goal of starting a conversation with three kids at school for one week. You want to reward yourself by telling your mother about the kids you have talked with. During the week, you started up a conversation with four different kids. You reward yourself by sharing this with your mother and feeling good about yourself.

Your class has been learning about how to stay drug-free by learning the Future Quest program. On Monday morning, your class sets a goal to learn two ways to stay drug-free during the week. On Friday, everyone has learned three ways to stay drug-free. Your class rewards themselves with 10 extra minutes of free time.

LESSON 47**OBJECTIVE**

1. Review key facts about FUTURE QUEST curriculum.



Students will review facts about each area in the curriculum by playing the JEOPARDY GAME.

Guide students in playing the JEOPARDY GAME using the list of following questions and teacher directions on next page.

TEACHER DIRECTIONS FOR JEOPARDY GAME

Materials Needed:

1. List of jeopardy questions.
(10 questions for each of the seven categories. These are included in the curriculum.)
2. Index cards (90) to create the question-cards.
3. Sheets of blank paper (7).
4. Chalkboard or blank wall on which to tape categories and index cards. This will be the "game board."
5. Clock.

Object of the Game

To be the team with the highest number of points (make the most correct responses) when time limit is up.

Before the Game

Prepare category-titles by writing each of the seven categories on an 8" x 11" sheet of paper.

The categories are: 1) General Information, 2) Media Messages, 3) Tobacco, 4) Alcohol; 5) Marijuana, 6) Cocaine/Crack, 7) Refusal Strategy

Prepare index cards by copying one question on each card.

See lists of fact game questions in curriculum.

On the same side of the card, write the correct answer in smaller print.

You should have a set of 10 question-cards for each category.

Tape the category titles across the top of the chalkboard or blank wall.

Beneath each category, tape the corresponding set of 10 question-cards. Place cards in a vertical path beneath category title.

Designate teams: Teams #1 and #2. For each team, determine a "line-up" of players. Each player should be assigned a number, for example, Player #1, #2, #3, etc.

Set up the environment. One suggestion is placing two chairs or desks facing the game board for the players who are at turn. Waiting players can be seated to the side in their pre-determined order.

Determine the time limit for the game (10-15 minutes is suggested) and inform players.

If desired, designate a student scorekeeper. The scorekeeper can also participate as a regular player.

Game Begins

Player #1 from both teams is ready. The players at turn will be referred to as the "team speakers." Remind the other players that only the players at turn can attempt to answer a question. Waiting players must remain silent.

Teacher asks the speaker from Team #1 to select a category and the number of the question card he wishes to be asked.

Speaker from either team may attempt to answer the question, but only after first giving a "thumbs-up" sign that they wish to answer AND being called on by the teacher. The first player to give the thumbs-up sign and to be called on has the first opportunity to answer the question.

If the speaker answers correctly, his or her team earns 1 point and is given a turn at selecting a category.

If the player answers incorrectly, he or she joins team members and is replaced by player #2 from the team. In addition, player #1 from the opposite team now has a chance to answer the question.

If the speaker from the opposite team answers correctly, his/her team is awarded 1 point. This player also earns a turn at selecting a category and being asked another question.

If neither team is able to answer correctly, teacher reveals the correct answer. This question now becomes the last question-card in its category. Both players join their respective teams and are replaced by the next players in line.

Game ends

Continue the game until the time limit is up. Determine each team's final score. The winner is the team with the highest score.

Congratulate each team on their efforts!

LESSON 47**SOCIAL SKILL: REWARDING YOURSELF
DAY #2**

- I. **TEACHER REVIEWS THE SKILL BEING TAUGHT**
Briefly review the skill, why it is useful, and when it can be used.

- II. **TEACHER REVIEWS STEPS OF SKILL WITH STUDENTS**
Provide students with practice reciting the steps of the skill learned in previous lesson. Students should be able to recite all steps.

SKILL: REWARDING YOURSELF

1. **Choose a goal and a reward.**
2. **Work toward my goal.**
3. **Ask myself, "Did I meet my goal?"**

If no, try again if I still want that goal.

If yes, reward myself!

- III. **TEACHER MODELS THE SKILL**
This will be review for students and will enable teacher to check student understanding. Before the demonstration, tell students, **"Watch carefully. Is this the right way to"**

After the teacher demonstration, ask students:
"Was that the right way to ...?"
"How do you know?"

If students are able to answer correctly, move on the guided practice segment of the lesson, Part IV: **STUDENT PRACTICES SKILL WITH TEACHER.**

If students err, have them recite all steps again. This will help them recall the steps to look for in the teacher model. Model the skill again until students are firm.

IV. STUDENT PRACTICES SKILL WITH TEACHER (Guided Practice)

Invite a student to practice the skill by performing a skill rehearsal with the teacher. The student will perform each of the steps.

"Coach" the student before the skill rehearsal. Tell the student exactly what he will say or do for each of the steps.

Assign all other students the role of *Observer*. The observers carefully watch the skill rehearsal, looking for the correct performance of each step. When the skill rehearsal is finished, observers give feedback to the student. (Teacher may choose to assign one or more students to look for a particular step of the skill during the skill rehearsal.)

Depending on the needs of students, teacher may choose to have all or some of the class practice the skill with teacher before moving on to Part V: STUDENT PRACTICE

V. STUDENTS PRACTICE THE SKILL WITH TEACHER MONITORING (Independent Practice)

Once students are able to successfully perform the skill with teacher guidance, divide students into groups of two to three for individual practice. Students will perform skill rehearsals with one another, but will need close teacher monitoring and feedback.

Assign each student in the group a role and explain their role carefully.

- **The Skill Performer. (The main actor.)**
This is the student who is practicing the skill.
- **The Student assisting in the rehearsal. (The co-actor.)**
The co-actor's role is usually limited to saying one or two lines.
- **The Observer.**
During the skill rehearsal, the observer watches carefully for steps. Afterwards, he or she gives feedback to the skill performer.

Be sure *each* student is given an opportunity to perform the skill. Students who are reluctant initially usually become more willing to participate when they see that skill rehearsals are brief and successful.

Stop the skill rehearsal immediately if student makes an error, omits a step, or if the rehearsal begins to get off track. Correct immediately. (Please refer to Teacher Tip Sheet for corrections procedures.) Curtailing incorrect practice helps prevent students, the observer as well as the performer, from learning the skill incorrectly.

Monitor student performances carefully to ensure that students receive feedback on correct performance of the skill.

SAMPLE SCENARIOS

You have been getting low grades in Math. You set a goal of earning a B on the next Math quiz. You decide to reward yourself by telling yourself you did a great job if you earn a B. The week before the quiz, you ask for extra help and you earn a B on the quiz. You reward yourself by feeling good and telling yourself what a great job you did.

You want to start having more energy, so you set the goal of eating a real lunch instead of chips and soda. You choose a reward of buying yourself some baseball cards if you eat a good lunch all week.

You want to make friends at your new school. You set a goal of starting a conversation with three kids at school for one week. You want to reward yourself by telling your mother about the kids you have talked with. During the week, you started up a conversation with four different kids. You reward yourself by sharing this with your mother and feeling good about yourself.

Your class has been learning about how to stay drug-free by learning the Future Quest program. On Monday morning, your class sets a goal to learn two ways to stay drug-free during the week. On Friday, everyone has learned three ways to stay drug-free. Your class rewards themselves with 10 extra minutes of free time.

VI. DETERMINE STUDENTS' SUCCESS RATE, AND RETEACH SKILL IF NECESSARY

While monitoring student skill rehearsals (Part V), collect simple data on students' performance. For each student, ask yourself, "**Is the student performing the skill correctly?**" Calculate the percentage of students who successfully demonstrated the skill during the skill rehearsals.

If fewer than 90% of the students performed the skill correctly, reteach the steps, and try again with additional skill rehearsals!

VI. PROMOTE GENERALIZATION OF THE SKILL

Anticipate situations at school, home, or in the community in which student(s) may need to use the skill. Before student enters the situation, remind the student that it would be a good time to use the skill.

For example, if the class has learned the skill of ignoring, and a particular student has had difficulty ignoring peer teasing during recess, teacher may prompt that student shortly before recess begins.

Enlist the help of other adults with whom the student interacts, for example, the mainstream teachers, parents, school psychologist, PE teacher, parents. Let them know the skill(s) the student is working on and encourage them to prompt student to use the skill in appropriate situations and praise the student when they observe him or her using the skill.